

DIAGNOSTIC REVIEW REPORT

FOR

WESTERN HIGH SCHOOL

2501 Rockford Lane
Louisville, Kentucky
40216

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution’s vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.7

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Documents and artifacts • Self-Assessment • Executive Summary • Student performance data from 2012 and 2013 School Report Cards • Principal interview • Stakeholder interviews • 2012 KDE Leadership Assessment 	1

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none">• Documents and artifacts• Self-Assessment• Executive Summary• Student performance data from 2012 and 2013 School Report Cards• Principal interview• Stakeholder interviews• 2012 KDE Leadership Assessment	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none">• Documents and artifacts• Self-Assessment• Executive Summary• Student performance data from 2012 and 2013 School Report Cards• Principal interview• Stakeholder interviews• 2012 KDE Leadership Assessment• Improvement Plan	2

Indicator	Opportunity for Improvement
1.2	In collaboration with representative stakeholder groups, define and communicate the school's shared values and beliefs about teaching and learning; intentionally and systematically connect these beliefs to classroom instructional practices to support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.
Rationale	

Supporting Evidence

Student Performance Data:

- The following table, taken from 2013 PLAN assessment results, which is administered to determine college readiness of 10th grade students, compares the percentage of students at Western meeting ACT Benchmarks for college readiness compared to district and state percentages:

	School	District	State
English	26.0%	56.7%	67.8%
Mathematics	3.9%	19.9%	25.8%
Reading	10.5%	34.8%	43.2%
Science	5.5%	17.3%	21.2%

- While the school is committed to the vision of Early College, the data indicates the majority of 10th grade students are not meeting the benchmarks for college readiness.
- The 2013 Kentucky Council on Postsecondary Education (CPE) College Readiness Benchmarks on the ACT indicated Western students achieved proficiency levels significantly lower than district and state percentages:

	School	District	State
English	25.8%	48.1%	53.1%
Mathematics	9.4%	36.9%	39.6%
Reading	13.8%	39.3%	44.2%

- The data strongly suggests that Western students need support and access to equitable educational programs to decrease the gap between school and state/district achievement levels and to prepare them for the rigor of college. While the school is highly committed to providing Early College access to all students, performance data does not suggest that the majority of students are on track to manage a college-level academic program.
- While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, core academic program improvement was very slight except in social studies.

- Of particular concern is the 2013 Reading Achievement data, which indicates that 26% of students performed at the proficient and distinguished level while nearly three fourths of the students, or 73%, performed at novice or apprentice levels. Similarly, 39% of students performed at the novice level in math, 42% performed at the apprentice level, and only 18.8% performed at the proficient and distinguished level.

Classroom Observation Data:

- There is a limited connection between the school's formal statement of purpose and direction, which focuses on college preparedness for all students, and activities and instructional approaches observed in classrooms. Using the Effective Learning Environment Observation Tool (ELEOT), overall ratings of 2.0 in Equitable Learning, 2.2 in Active Learning, 2.0 in High Expectations, and 2.3 in Supportive Learning (using a 4 point scale) indicate a disconnect between the stated purpose of Early College preparation and the classroom learning experiences for the majority of students.
- Additionally, observations revealed that students were asked to respond to questions that require higher-order thinking (e.g., applying, evaluating, or synthesizing) in only 30% of classrooms.
- Instances in which students were actively engaged in collaboration, problem-solving, higher-order thinking questioning, and activities were very limited. For example, observers noted that students were "engaged in rigorous coursework, discussions, and/or tasks" in only 28% of classrooms. Observers saw evidence of technology being used for learning, research, or solving problems in only 14% of classrooms.
- The existence of robust programs, services, approaches, (i.e., a coherent system of tiered interventions), consistent use of standards-based instructional practices, personalization of learning, differentiation, etc., was in evidence to a very limited degree. The new principal is to be commended for initiating the after school program, LEAP, and he and school leaders are encouraged to further develop and enhance its effectiveness in addressing students' academic needs.

Stakeholder Survey Data:

- Surveys suggest that staff members are highly satisfied with the school's formal statements of purpose and direction, as well as shared values and beliefs.
 - 100% of staff agree/strongly agree that "Our school's purpose statement is clearly focused on student success."
 - 98% support the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
- Student survey data, while generally favorable, suggests possible leverage points for improvement with regard to guiding statements of purpose, direction, shared values, and beliefs.

- 75% of students agree/strongly agree with the statement, “In my school, programs and services are available to help me succeed.”
- 66% of students agree/strongly agree with the statement, “In my school, the purpose and expectations are clearly explained to me and my family.”
- 68% of students agree/strongly agree with the statement, “In my school, a high quality education is offered.”

Stakeholder Interviews:

- Teacher and staff interviews consistently indicated general satisfaction with processes and procedures in the school to improve performance and school effectiveness.
- Stakeholder interviews reflected a commonly articulated set of beliefs about the school’s overall purpose of Early College. However, stakeholders were not able to provide a specific and consistent set of values and beliefs that drive teaching and learning classroom practices. Stakeholders also indicated that the proficiency gaps demonstrated by students are a struggle when preparing students for Early College. Stakeholders were not able to explain the school’s plan to address and continuously monitor the large number of students not meeting benchmark targets.

Documents and artifacts:

- Review of documentation indicates that the school’s formal statement of purpose and direction was developed in prior years and reviewed annually by the school administration or the School Leadership Team. The origin of the statement of shared values and beliefs is unclear.
- Documentation does not indicate that these guiding documents are reviewed and revised systematically through a process involving representative stakeholders such as parents, students, teachers and staff.

Indicator	Opportunity for Improvement
1.3	Examine the effectiveness of the existing school improvement planning processes to ensure that they provide clear direction for improving performance as well as the conditions that support learning at the school, PLC/department, and classroom levels. Ensure that the process is 1) well documented, 2) systematic and continuous, 3) engages representatives from all stakeholder groups, 4) is “results” driven as opposed to “compliance” driven, and 5) that the effectiveness of the process in improving performance and learning conditions is evaluated regularly.
Rationale	

Supporting Evidence

Student Performance Data:

- For the past several years, student achievement scores at Western have been significantly lower than district and state averages. In 2012-13, larger percentages of students achieved novice or

apprentice proficiency levels than combined proficient and distinguished designations on accountability scores. While the school's accountability index improved in 2013, improvement in core academic areas other than social studies was very limited. These results over a period of several years do not suggest the existence of an effective, comprehensive, "results driven" continuous improvement process.

Classroom Observation Data

- Observations do not suggest that a culture of continuous learning and improvement focused on student achievement is evident at the classroom level. For example, on the ELEOT Progress Monitoring Environment:
 - It was evident/very evident in 32% of classrooms that students were provided with opportunities to revise or improve their work based on teacher feedback.
 - It was evident/very evident in 20% of classrooms that students demonstrated an understanding of how their work is assessed.
 - It was evident/very evident in 41% of classrooms that students demonstrated or verbalized an understanding of lesson/content.
 - It was evident/very evident in 36% of classrooms that students responded to teacher feedback to improve their understanding.
 - It was evident/very evident in 35% of classrooms that students were asked or quizzed about their individual progress or learning.
- Classroom observations revealed that the majority of classrooms were using whole-group and teacher-centered lecture. ELEOT observations suggest that differentiation, personalization, student collaboration, and use of technology as a learning tool for students were very infrequent. While the majority of students were well-managed and exhibited compliant behavior, the degree to which students were authentically engaged in their learning appeared to be limited.

Stakeholder Survey Data:

- 100% of staff members strongly agree/agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
- Student survey data suggests possible leverage points for further development of the school's continuous improvement planning processes:
 - In surveys, 59% of students strongly agree/agree with the statement, "In my school, teachers work together to improve student learning."
 - 59% of students indicated in surveys that they strongly agree/agree with the statement, "My school considers students' opinions when planning ways to improve the school."
 - 62% of students strongly agree/agree with the statement, "My school prepares me for success in the next school year."

- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder Interviews:

- During interviews, staff members indicated the school leadership regularly engages in continuous improvement. However, specific examples of an intentional and evaluative process, utilizing data and resulting in improved student achievement, were missing. Interviews consistently suggest that data driven systems appear to be randomly applied in particular departments rather than as a school-wide process.
- Interviewees were not able to discuss or describe ways in which quality control is provided by the school in order to ensure that all students have access to the same conditions that support student learning.

Documentation and artifacts:

- Under the leadership of the new principal, the school completed a Comprehensive School Improvement Plan (CSIP) in December, 2013. The document, which is over 400 pages long, includes over 20 goals targeting improvement in the core academic program as well as improvement in learning conditions such as attendance. The list of strategies and activities linked to goals is extensive. This document certainly represents a willingness on the part of the school leadership to improve performance and learning conditions. School leaders are strongly encouraged to monitor results of implementation continuously.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are

more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership			Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.			2
Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Professional Development Plan • Principal interview • Advisory Council minutes, agenda • Stakeholder survey data • 2012 and 2013 KDE School Report Card • 2012 KDE Leadership Assessment • Artifacts and documents • Stakeholder interviews 	2

2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Professional Development Plan• Principal interview• Advisory Council minutes, agenda• Stakeholder survey data• 2012 and 2013 KDE School Report Card• 2012 KDE Leadership Assessment• Artifacts and documents• Stakeholder interviews	2
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Professional Development Plan• Principal interview• Advisory Council minutes, agenda• Stakeholder survey data• 2012 and 2013 KDE School Report Card• 2012 KDE Leadership Assessment• Artifacts and documents• Stakeholder interviews	3

2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Professional Development Plan • Principal interview • Advisory Council minutes, agenda • Stakeholder survey data • 2012 and 2013 KDE School Report Card • 2012 KDE Leadership Assessment • Artifacts and documents • Stakeholder interviews 	2
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Professional Development Plan • Principal interview • Advisory Council minutes, agenda • Stakeholder survey data • 2012 and 2013 KDE School Report Card • 2012 KDE Leadership Assessment • Artifacts and documents • Stakeholder interviews 	2

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Professional Development Plan • Principal interview • Advisory Council minutes, agenda • Stakeholder survey data • 2012 and 2013 KDE School Report Card • 2012 KDE Leadership Assessment • Artifacts and documents • Stakeholder interviews 	1
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Indicator	Opportunity for Improvement
2.1/2.2	Develop a process for the School Advisory Council and the superintendent (designee) to work collaboratively with the administration on a systematic review, revision and alignment of school policies to support the purpose and direction of the school. Policy review priorities should include: 1) budgeting and fiscal management, 2) professional development, 3) monitoring of effective instruction and assessment practices to ensure equitable and challenging learning experiences for all students, 4) alignment to state law and board of education policies. Ensure that revisions are well communicated to all stakeholders, and that they are monitored and evaluated for their effectiveness in improving student achievement.
Rationale	

Supporting Evidence

Student Performance Data:

While it is evident that the school achieved some improvement in the state accountability index from 2012 to 2013, primarily from increases in the college and career readiness index, improvement for the

last two years in the core academic program was very small, except in social studies. This negligible improvement suggests that school policies and practices may not be aligned with effective instruction, assessment, and monitoring that produces equitable and challenging learning experiences for all students.

Classroom Observation Data:

- Classroom observations reveal very mixed results that do not suggest the existence of mechanisms for monitoring research-based instructional and assessment practices. For example:
 - Instances in which students were, “tasked with activities and learning that are challenging but attainable,” were evident/very evident in slightly more than one-third of classrooms, or 36%.
 - While survey data and stakeholder interviews indicated that the principal and teachers have high expectations for students, classroom observations suggest that this learning condition exists, but only to a limited degree. The overall rating for High Expectations Learning Environment was 2.0 on a 4 point scale.
 - Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs, with this descriptor being rated at 1.8 on a 4 point scale. Differentiation practices were not evident in over half of the classrooms and partially evident in 25% of classes.
 - The vast majority of classrooms employed teacher-centered lecture and whole group instruction as the primary instructional delivery method. In only 22% of classrooms was it evident/very evident that students were exposed to some differentiated instruction.
 - Students very seldom had opportunities to learn about their own and other’s backgrounds/culture/differences, with this descriptor being rated 1.3 on a 4 point scale, since the vast majority of classrooms used whole-group, teacher-centered lecture as the instructional delivery method. Opportunities for students to share or relate learning to their own experiences or engage in collaborative groups were very infrequent.
 - Instances in which students demonstrated that they knew and strived to meet high expectations established by the teacher, a descriptor rated 2.2 on a 4 point scale, were infrequent. Observers found these instances to be evident/very evident in only 35% of classrooms.

Stakeholder surveys:

- In surveys, 97% of the staff indicated that they agree/strongly agree with the statement, “Our school’s governing body or school board complies with all policies, procedures, laws, and regulations.”

Stakeholder Interviews:

- Review of the Self-Assessment and stakeholder interviews revealed that the SBDM Council’s authority was suspended in 2010. An Advisory Council, which is required by law, was not formed in the place of the SBDM Council following the suspension.

- The principal indicated in his interview with the team that the school established an Advisory Council to consult and advise the administration at the beginning of the 2013-2014 school year.
- Review of the Advisory Council schedule indicates that the group has met twice and is scheduled to meet five more times before the end of the 2013-2014 school year.
- Review of the Advisory Council meeting minutes from the December 2013 meeting indicated that the Council would review and update council policies, which had not been updated since 2009. In that meeting the Council decided to immediately focus on policy review and revision.
- Review of the documents did not identify policies and practices that provide requirements and oversight of fiscal management, monitoring of instructional effectiveness, review of unit and lesson plans, etc.

Indicator	Opportunity for Improvement
2.4/2.5	Evaluate the effectiveness of current systems and processes used by the school to engage stakeholders in support of the school's purpose and direction. Use the results of this evaluation to improve stakeholder communication and engagement in shaping decisions, providing feedback to school leaders, working collaboratively on school improvement efforts, and serving in meaningful leadership roles.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data is well below state and district averages and has not improved significantly in the last two years. While the principal expressed a sense of urgency in his presentation and interview with regard to improving performance and learning conditions, the degree to which that same sense of urgency is shared by stakeholders appears to be limited.
- While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was very small except in social studies.
- Of particular concern is the 2013 reading achievement data which indicates that 26% of students performed at the proficient and distinguished level while 73% of students performed at novice or apprentice levels. Similarly, 38% of students performed at the novice level in math, and only 18.8% performed at the proficient and distinguished level.
- ACT scores improved by less than 0.5 of a point between 2012 and 2013 in all areas except English, which declined by 0.1. The school's ACT composite for 2013 is 15.6, which is 1.3 points below the district average and 1.8 points below the state average. The percentage of students meeting ACT benchmarks rose to 25.8% in English and 13.8% in reading in 2013. The percentage meeting ACT math benchmarks fell to 9.4%. With regard to ACT benchmarks, the school is significantly below both the state and district. For example, while the school's percentage in math is 9.4%, the district's is 36.9% and the state's is 39.6%.

Stakeholder Survey Data:

- Survey data suggests that the staff is satisfied with the degree to which the school provides opportunities for stakeholders to be involved.
 - Nearly 91% of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”
 - 95% of staff indicated that they agree/strongly agree with the statement, “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”
- Student survey data suggests that the degree to which the school fosters and encourages parent or student involvement is somewhat limited.
 - In surveys, 48% of students indicated that they agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
 - 59% of students indicated that they agree/strongly agree with the statement, “My school shares information about school success with my family and community members.”
 - Similarly, 59% of students indicated that they agree/strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school.”
- The number of parents surveyed did not meet the minimum response rate of 20% of school households. Accordingly, parent survey results are not included in this analysis.

Stakeholder interviews:

- In interviews, parents report that the school seems more welcoming since the beginning of the current school year. Parents further indicate that there are now opportunities for their involvement and a genuine interest and desire on the part of the new administration for their engagement in the life of the school.

Documents and artifacts:

Artifacts and documents show only limited engagement and involvement by parents in the school, i.e., PTSA, parents participating in student conferences, parent volunteers, and opportunities for parents to serve in leadership roles, shape decisions, and engage in improvement planning initiatives.

Other Pertinent information:

- Low levels of “stakeholder engagement” were identified as a “deficiency” in the 2012 KDE Leadership Assessment.
- The school is participating in the Parent Institute training offered by the Prichard Committee.
- The creation of “Warrior Days” and more frequent meetings with PTSA leadership suggest that the school, under the leadership of a new principal, is attempting to improve parent engagement.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	1.6

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.6	Teachers implement the school's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Interviews • Review of documents and artifacts 	1

Indicator	Opportunity for Improvement
3.2/3.4	Develop, implement, and document collaborative processes that will be consistently and systematically used to horizontally and vertically align, monitor, and adjust curriculum based on data. Ensure that these processes are yielding assessments and instructional practices that are rigorous and congruent with curriculum standards, and that the processes are evaluated for effectiveness in improving student growth.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data does not suggest the existence of effective policies and practices that ensure systematic horizontal and vertical curriculum alignment, effective monitoring of the assessed curriculum, or that curriculum and instructional practices are continually analyzed and adjusted to meet student needs.
 - ACT scores from the 2012 to 2013 school year have improved slightly in all areas except math. The overall ACT composite score increased from 15.5 in 2012 to 15.8 in 2013.
 - However, End-of-Course (EOC) data indicates that the percentage of students scoring in the distinguished category decreased in every area except social studies from the 2012 school year to the 2013 school year. In contrast, the percentage of students statewide scoring in the distinguished category increased in most areas from the 2012 school year to the 2013 school year.
 - Additionally, EOC data indicates that the percentage of Western students scoring novice in reading increased from 49.7 in the 2012 school year to 65.7 the 2013 school year. In contrast, the percentage of students statewide scoring novice in reading decreased from the 2012 school year to the 2013 school year.

Classroom Observation Data:

- Classroom observation data suggests that instructional practices are almost exclusively whole group, teacher-centered lecture with few instances of differentiation, student collaboration, problem-solving, use of technology, etc.
 - According to classroom observation data, differentiated learning opportunities and activities that meet the needs of the student were evident or very evident in only 22% of classrooms.
 - According to classroom observation data, students knowing and striving to meet high expectations established by the teacher was evident or very evident in only 35% of classrooms.
 - According to classroom observation data, students engaged in rigorous coursework, discussions, and/or tasks was evident or very evident in only 23% of classrooms.

Stakeholder Survey Data:

- According to the staff survey, 93% of staff agree/strongly agree with the statement “all teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice,” suggesting that the majority of staff are satisfied with the level of monitoring and adjustment of instruction based on data from students assessments and examination of professional practice.
- In response to the statement, “all of my teachers change their teaching to meet my learning needs,” 44% of students indicated that they agree or strongly agree, suggesting that the practice of adjusting or modifying instructional practice to meet changing needs does not occur systematically.

Stakeholder interviews, document and artifact review:

- Stakeholder interviews as well as curriculum and instruction artifacts/documents do not reveal the existence of systematic, coherent, and comprehensive processes or frameworks for the management of adjusting, monitoring, or aligning curriculum based on student data. For example:
 - The school has collected data such as EXPLORE results for incoming ninth graders, but there is no indication of how this data is being used to adjust/align/enrich curriculum, instructional practice, or course offerings.
 - Artifacts and documents reveal that PLCs are collecting student learning data such as Cascade assessments, but there is no evidence as to what changes or modifications to curriculum or instruction are occurring as a result of this data.
 - Artifacts include formal statement of “lesson plan expectations,” but these expectations were not consistently noted in classroom observations, there were no examples of lesson plans that met the expectations provided, and interviewed teachers did not indicate that lesson plans were monitored by school leaders.
- In interviews, stakeholders were consistently unable to provide a detailed explanation of a process to ensure horizontal and vertical alignment of instruction and assessment with curriculum.
- In interviews, stakeholders were consistently unable to describe a process for adjustment of instruction or curriculum based upon analysis of data.
- In interviews, stakeholders were consistently unable to describe a process used by administration to monitor and provide feedback to teachers about instructional practice or assessment and effectiveness of the curriculum.

Indicator	Opportunity for Improvement
3.5	Engage in a process, utilizing representative stakeholders from the school as well as district support staff, to examine the effectiveness of the current professional learning community (PLC) structure, and use the results of that examination to make modifications to the existing PLC structure that will ensure improvement in student performance and teacher professional practice. This process should yield revised expectations for the focus of the PLCs, identify professional development needs to improve effectiveness, and establish improved systems for monitoring the results of the work of PLC's.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data does not suggest that the current PLC structure is contributing to continuous improvement in student performance and professional practice.

- According to End-of-Course assessments, the percentage of students scoring in the distinguished category decreased in every area except social studies from the 2012 to 2013 school year. In contrast, the percentage of students statewide scoring in the distinguished category increased in most areas from the 2012 school year to the 2013 school year.
- End-of-Course data also indicates that the percentage of students scoring novice in reading increased from 49.7 in the 2012 school year to 65.7 the 2013 school year. In contrast, the percentage of students statewide scoring novice in reading decreased from the 2012 school year to the 2013 school year.
- ACT results indicate that students at the school performed, on average, well below state averages in the 2013 school year.
- According to the school report card, the percentage of students at the school who met reading, math, and English ACT benchmarks for the 2013 school year was far lower than the percentage meeting benchmarks statewide.

Classroom Observation Data:

- Overall ratings for each of the seven Learning Environments do not indicate that highly effective instructional practices are being consistently implemented across the school.
- The ratings indicate the existence of “pockets” of excellence in terms of instructional effectiveness, suggesting that the PLC structure is not building teacher capacity across the school.

Stakeholder Survey Data:

- According to the staff survey, 100% of staff agree/strongly agree with the statement “all teachers in our school have been trained to implement a formal process that promotes discussion about student learning,” suggesting that teachers are satisfied with the training that has been provided to support the PLC structure.

Stakeholder interviews, document and artifact review:

- In interviews, teachers were consistently not able to point to instances linking collaboration to improvement in student performance or teacher professional practices.
- A review of documentation provided limited evidence that the work of the PLCs is being documented on a consistent basis.
- A review of documentation provided limited evidence that all teachers had been trained in using data to analyze student work or make instructional changes.

Indicator	Opportunity for Improvement
3.7	Develop a formal, collaborative process to establish mentoring, coaching and induction programs to support instructional improvement consistent with the school’s values and beliefs about teaching and learning. Ensure that this process is documented and monitored for effectiveness.

Indicator	Opportunity for Improvement
Rationale	

Supporting Evidence

Classroom Observation Data:

- Classroom observations revealed that highly effective instructional practices were “very evident” in roughly 10-15% of classrooms. In addition to redesigning the PLC framework, the school is encouraged to establish a framework for coaching and mentoring that would build instructional capacity from these pockets of excellence.

Stakeholder Survey Data:

- According to the staff survey, 86% of staff agree/strongly agree with the statement “in our school, staff members provide peer coaching to teachers,” suggesting that most teachers are satisfied with the current mentoring and coaching program.
- According to the staff survey, 96% of staff agree/strongly agree with the statement “in our school, a formal process is in place to support new staff members in their professional practice,” suggesting that most teachers are satisfied with the support provided to new staff members.

Stakeholder interviews, document and artifact review:

- In interviews, stakeholders were able to provide examples of coaching or mentoring. However, no stakeholders were able to describe a systematic mentoring or coaching framework or process that includes all school personnel, and limited documents providing evidence of a formal monitoring process were available.
- In interviews, no stakeholders were able to describe a formal process in place for supporting new teachers in the building.
- In interviews, stakeholders indicated that the Goal Clarity Coach and/or an administrator attends PLC meetings and provides some coaching for school personnel.

Other pertinent information:

- First-year teachers participate in KTIP activities with an assigned mentor.

Indicator	Opportunity for Improvement
3.8	Using a collaborative process, design and implement new strategies and approaches that engage families in multiple, meaningful ways in their children’s education and keeps them informed of learning progress. Ensure that these new approaches are evaluated for their effectiveness.
Rationale	

Supporting Evidence

Stakeholder Survey Data:

- According to the student survey, 49% agree/strongly agree with the statement “my school offers opportunities for my family to become involved in school activities and my learning,” suggesting that at least half the students disagree or are ambivalent as to the existence of opportunities for family engagement.
- According to the staff survey, 77% of staff agree/strongly agree with the statement “in our school, all school personnel regularly engage families in their children’s learning progress,” suggesting that majority of staff are satisfied with the opportunities currently available for family involvement.

Stakeholder interviews, document and artifact review:

- In interviews, parents indicated that they are somewhat satisfied with the efforts of the school to involve families in student learning, but would like for the school to increase the communication about engagement opportunities.
- The school is issuing a monthly newsletter, maintains a website, and utilizes Infinite Campus to communicate with parents. The principal is also meeting regularly with PTSA leadership. In addition, the principal indicated that a “One Call” system has been purchased.

Indicator	Opportunity for Improvement
3.9	Further refine the existing advisory program, University 111, to ensure that it is providing all students an adult advocate who knows them well and takes an interest in their educational experience.
Rationale	

Supporting Evidence

Stakeholder Survey Data:

- According to the student survey, 53% agree/strongly agree with the statement “my school makes sure there is at least one adult who knows me well and shows interest in my education and future,” suggesting that almost half the students do not perceive or are ambivalent as to the existence of an adult advocacy program in the school.
- In contrast, 89% all staff /strongly agree with the statement “in our school, a formal structure exists so that each student is well-known by at least one adult advocate in the school who supports that student’s educational experience,” suggesting that almost all faculty are very satisfied that the current structure is effective in ensuring that all students are well known.

Stakeholder interviews, document and artifact review:

- Students have the opportunity to interact with an advisor at least once per month.

- Stakeholders were unable to describe an existing formal process that allows advisors to serve as advocates and develop meaningful, long-term relationships with students.
- In interviews with students, stakeholders described a process of peer mentoring that has been initiated specifically for incoming ninth graders, suggesting that the school recognizes a need to facilitate positive relationships for students.
- In interviews, stakeholders expressed that although they have established some relationships with students in their advisory group, they do not feel that they have become an advocate for the student. It seems that meetings with students are not frequent enough nor structured in such a way as to allow staff to discover and act upon the needs of the students.
- Documentation indicates that the extent to which University 111 is intended to ensure all students are well known by at least one adult in the school is limited. University 111 objectives are: 1) advance college-ready skills, 2) monitor student progress, and 3) increase student sense of pride and attachment to the school.
- Documented evidence of the effectiveness of University 111 is not available.

Indicator	Opportunity for Improvement
3.11	Create a rigorous and continuous program of professional learning aligned with an assessment of school needs. Ensure that the process is systematically monitored and implementation is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning, and further ensure that it is well-documented.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data does not suggest that the program for professional learning in the school is effectively driving improvement in achievement.
 - According to the school report card, the percentage of students scoring in the distinguished category decreased in every area except social studies from the 2012 to 2013 school year. In contrast, the percentage of students scoring in the distinguished category statewide increased in most areas from the 2012 school year to the 2013 school year.
 - According to the school report card, the percentage of students scoring novice in reading increased from 49.7 in the 2012 school year to 65.7 the 2013 school year. In contrast, the percentage of students scoring novice in reading statewide decreased from the 2012 school year to the 2013 school year.
 - According to the school report card, students at the school performed, on average, well below state averages on the ACT in the 2013 school year.

- According to the school report card, the percentage of students at the school who met reading, math, and English ACT benchmarks for the 2013 school year was far lower than the percentage meeting benchmarks statewide.

Classroom Observation Data:

- Classroom observation suggests that some teachers in the school are using research-aligned, effective, and engaging instructional practice. However, the extent to which these highly effective practices are in evidence throughout the school is very limited, suggesting that the school's professional development program may not be effective in improving professional practice or building teacher capacity to address all students' learning needs. For example:
 - According to classroom observation data, differentiated learning opportunities and activities that meet her/his needs were somewhat evident in 25% of classrooms and not observed in over half, or 52%, of classrooms. Observations indicated the majority of classrooms were employing teacher-centered lecture and whole group instruction as the primary instructional delivery method.
 - Instances in which students demonstrated that they knew and were striving to meet the high expectations established by the teacher were infrequent. Observers found this condition to be evident/very evident in only 35% of classrooms.
 - Somewhat similarly, instances in which students were tasked with activities and learning that are challenging but attainable were evident/very evident in 36% of classrooms.
 - Teacher questioning that required students to use higher-order thinking (e.g., applying, evaluating, or synthesizing) was not observed in 39% of classrooms. Observers noted that students were primarily exposed to knowledge level questions in which they were asked to recall information from a previous lesson.
 - For the most part, students were engaged in learning activities that required them to be seated, passively listen to the teacher and, in some instances, complete some type of activity such as taking notes. Opportunities for students to engage in discussions with the teacher and other students were evident/very evident in 43% of classrooms.

Stakeholder Survey Data:

- According to the staff survey, 96% of staff agree/strongly agree with the statement "in our school, all staff members participate in continuous professional learning based on the identified needs of the school." However, there is no data that shows that the professional development includes monitoring and evaluation of implementation of effective teaching practice resulting in improvement in student performance.
- According to the staff survey, 95% of staff agree/strongly agree with the statement "in our school, a professional learning program is designed to build capacity among all professional and support staff members." However, there is no data that shows that the professional development has produced significant measureable improvement in student performance.

Stakeholder interviews, document and artifact review:

- Documentation for the professional development program for the remainder of the current school year was provided. Documentation for prior years was absent.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>			Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.			2.7
Indicator		Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction, and the educational program.	<ul style="list-style-type: none"> • School improvement plan • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Budget and other documents and artifacts • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	3

4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Documents and artifacts • Library media center 3 • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	3

4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • School Technology Plan • Technology inventory • Student performance data – KDE School Report Cards for 2012 and 2013 	3
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder survey data • Principal interview • Classroom and school observations • Stakeholder interviews • Previous KDE Leadership Assessment • Student performance data – KDE School Report Cards for 2012 and 2013 	2

Indicator	Opportunity for Improvement
4.6/4.7	Engage in a collaborative process to determine student needs for support services, (e.g., physical, social and emotional), as well as for counseling, assessment, referral, educational, and career planning. Use the results of this assessment to evaluate the effectiveness of existing support services and programs that are provided or coordinated by the school, and make modifications. Further, develop valid and reliable measures of program effectiveness that can be used to inform continuous improvement in student support services. Ensure that the process for assessing student needs and continuously improving support services are well documented.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data as detailed below suggests a need for careful examination of the effectiveness of the school's counseling, assessment, referral, educational and career planning services and programs as well as programs and opportunities in the school for students' physical, social, and emotional needs to be addressed.
 - While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was small except in social studies.
 - Of particular concern is the 2013 Reading Achievement data which indicates that 26% of students performed at the proficient and distinguished level while 73% of students performed at the novice or apprentice levels. Similarly, 38% of student performed at the novice level in math, and only 18.8% performed at the proficient and distinguished level.
 - ACT scores improved by less than 0.5 of a point between 2012 and 2013 in all areas except English which declined by 0.1 of a point. The school's ACT composite for 2013 is 15.6, which is 1.3 points below the district average and 1.8 points below the state average. The percentage of students meeting ACT benchmarks rose to 25.8% in English and 13.8% in reading in 2013. The percentage meeting ACT math benchmark fell to 9.4%. With regard to ACT benchmarks, the school is significantly below both the state and district. For example, while the school's percentage in math is 9.4%, the district's is 36.9% and the state's is 39.6%.

Stakeholder survey data:

- Survey data suggests that the staff is highly satisfied with student support services and programs:
 - 98% of staff indicated that they agree/strongly agree with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).
 - 94% of staff indicated they agree/strongly agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
- Student survey data may provide some insight into possible leverage points for improvement in programs and services to support students. For example, the data suggests that slightly more than

one third of the student population may perceive that support services are not accessible.

- In surveys, 63% of students indicated that they agree/strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”
- 62% of students indicated in surveys that they agree/strongly agree with the statement, “In my school, I can participate in activities that interest me.”
- 58% of students indicated that they agree/strongly agree with the statement, “My school provides learning services for me according to my needs.”

Stakeholder Interviews:

- In interviews, several students and staff indicated that there are increased opportunities for students to become more “well-rounded” through participation in clubs and other extracurricular activities that interest them during this school year.
- Document review reveals that the extent to which support services and programs have consistently established measures of effectiveness is limited.
- Evidence to support data-driven continuous improvement planning of student support services is limited.
- In interviews, some teachers indicated that the availability of technology and other resources to assist with the physical, social, emotional, and academic needs of students varies based on the programs or classes in which the student is enrolled.
- In interviews, some stakeholders indicated that the school’s strong focus Early College may not be addressing the needs of all students, especially those who desire to enter a career pathway.
- Review of handbooks and school policies did not reveal a clear process by which school personnel determine and evaluate the counseling, assessment, referral, educational, and career planning needs of all students. Similarly, a process to examine the extent to which the school is addressing physical, social, and emotional needs of students was not documented.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution’s success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the

potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	2

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Assessment calendars • KDE School Report card for 2012 and 2013 • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data 	2

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	<ul style="list-style-type: none">• Quarterly Reports• PLC and ECE agendas• KDE School Report card for 2012 and 2013• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• Examples of assessments• Stakeholder survey data• Classroom observation data	2
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">• KDE School Report card for 2012 and 2013• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• Examples of assessments• Stakeholder survey data• Classroom observation data	2

Indicator		Source of Evidence	Performance Level
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data • School report cards for 2012 and 2013 • PLC agendas • School retention document • Progress Towards Goal Sheets • CSIP 	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Examples of assessments • Stakeholder survey data • Classroom observation data • School report cards for 2012 and 2013 • PLC agendas • School retention document • Progress Towards Goal Sheets • CSIP 	2

Indicator	Opportunity for Improvement
5.1/5.2	Develop new strategies for consistently collecting, analyzing and using performance data from Cascade, school formative assessments and state accountability or standardized assessments to inform continuous improvement in student performance and teacher effectiveness. Ensure that the school's assessment system is evaluated regularly to ensure its effectiveness in guiding decision-making at the classroom and school level.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data, as noted below, suggests that the degree to which the school's continuous improvement planning processes are truly effective in gathering, analyzing, and using data to make modifications and adjustments to teacher practices, school policy, and allocation of resources is limited.
- Student performance data is well below state and district averages and has not improved significantly in the last two years.
 - While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was small except in social studies.
 - Of particular concern is the 2013 Reading Achievement data which indicates that 26% of students performed at the proficient and distinguished level while 73% of students performed at the novice or apprentice levels. Similarly, 38% of student performed at the novice level in math, and only 18.8% performed at the proficient and distinguished level.
 - ACT scores improved by less than 0.5 of a point between 2012 and 2013 in all areas except English which declined by 0.1. The school's ACT composite for 2013 is 15.6, which is 1.3 points below the district average and 1.8 points below the state average. The percentage of students meeting ACT benchmarks rose to 25.8% in English and 13.8% in ready in 2013. The percentage meeting ACT math benchmark fell to 9.4%. With regard to ACT benchmarks, the school is significantly below both the state and district. For example, while the school's percentage in math is 9.4%, the district's is 36.9% and the state's is 39.6%.
- The following table represents the percentage of Western's students meeting ACT Benchmarks for college readiness on the 2013 PLAN assessment compared to district and state percentages. This assessment is administered to determine college readiness of 10th grade students:

	School	District	State
English	26.0%	56.7%	67.8%
Mathematics	3.9%	19.9%	25.8%
Reading	10.5%	34.8%	43.2%
Science	5.5%	17.3%	21.2%

- School Report Card data suggests that a large percentage of students are falling short of the proficiency level set by the state. Again, this deficiency would strongly suggest that proper assessment analysis and application of improvement plans from such analysis is not being fully embraced by the staff of this school.
- The following table represents achievement levels of Western students on 2012-2013 K-PREP tests:

2012-13	Novice	Apprentice	Proficient	Distinguished
Reading	65.7%	8.3%	23.8%	2.2%
Mathematics	38.1%	43.1%	17.3%	1.5%
Science	27.9%	47.5%	22.4%	2.2%
Social Studies	37.7%	20.2%	34.4%	7.7%
Writing	16.4%	51.8%	31.2%	.6%
Language Mech	44.3%	38.9%	11.4%	5.4%

Classroom Observation Data:

- Classroom observations do not suggest that the school is systematically attempting to modify or adjust instructional approaches based on data.
 - The vast majority of classrooms relied almost exclusively on whole group teacher-centered lecture as the primary instructional method.
 - In some instances, lecture was supplemented by print materials, i.e., note-taking, handouts, texts, and teacher-led discussions.
 - Instances in which students were provided differentiated learning opportunities, had opportunities to engage in higher order thinking, solve problems, use technology as a learning tool, work in collaborative groups, engage in self-reflection, apply their learning to real world situations, and connect learning from other classes/courses were observed very infrequently.

Stakeholder Survey Data:

- Survey data suggests that the staff is highly satisfied with current practices for monitoring and adjusting curriculum, instruction, and assessment to meet student learning needs based on data.
 - In surveys, 93% of staff agree/strongly agrees with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice."
 - 88% of staff agree/strongly agrees with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
 - 89% of staff agree/strongly agree with the statement, "All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills,"

- 88% of staff agree/strongly agrees with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
- 96% of staff agree/strongly agrees with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”
- In contrast, students are partially satisfied with the extent to which instruction is modified to meet learning needs:
 - 59% of students indicated that they agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
 - 44% of students indicated that they agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 58% of students indicated that they agree/strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school.”

Stakeholder Interviews:

- The school principal noted that a system of using multiple assessments and data sources needs to be prioritized to focus on school-wide improvement.
- Additionally, interviews revealed that the assessment system has not been evaluated for its effectiveness in improving instruction and the conditions that support student learning.
- In interviews, teachers were generally not able to connect specific actions taken by PLCs that resulted in improvement in student performance.

Documents and artifacts:

- The Diagnostic Review team is aware that the school has recently completed a robust Comprehensive School Improvement Plan (CSIP). The plan identifies over 20 goals and addresses performance deficits in the all core academic areas as well as learning conditions. School leaders are encouraged to monitor results that are yielded through the plan implementation and to make additional modifications and adjustments continuously as needed.

Indicator	Opportunity for Improvement
5.4	Develop policies and procedures that clearly define and describe a process for analyzing data that determine verifiable improvement in student learning. Ensure that school personnel systematically and consistently use these results of this process to design, implement, and evaluate the effectiveness of continuous improvement action plans including readiness for and success at the next level.
Rationale	

Supporting Evidence

Student Performance Data:

- The percentage of students meeting the ACT benchmarks in math declined to 9.4% in 2013 as compared to 13.8% in 2012.
- The percentage of students meeting benchmarks on the 2013 ACT in English is 25.8% as compared to 48.1% for the district and 53.1% for the state.
- The percentage of students meeting benchmarks on the 2013 ACT in reading is 13.8% as compared to 39.3% for the district and 44.2% for the state.
- The percentage of students meeting benchmarks on PLAN in 2013 fell 4.2 percentage points in English, 3.1 percentage points in math, and 1.6 percentage points in reading as compared to 2012 PLAN results.
- The percentage of students meeting benchmarks on 2013 PLAN is 26% in English, 3.9% in math, 10.5% in reading, and 5.5% in science.
- The academic performance of students showed minimal gains over the past year. In fact some content areas declined as noted in the data above.

Stakeholder Survey Data:

- 61% of students agree/strongly agree that the school prepares them for success in the next school year.
- 98% of staff indicated that they agree/strongly agree that the school uses data to monitor student readiness and success at the next level. Although teachers gave this a high score, students did not rate preparation for success in the next school year as highly as teachers rated this survey item.

Stakeholder interviews, document and artifact review:

- 102 students were retained according to the 2013 End-of-Year School Retentions document.
- Teacher interviews consistently revealed that the evaluation of student results does not drive the design of improvement plans nor does it appear to influence instructional change on behalf of teachers to better address the academic needs of students.
- Staff members were not able to explain the process they were using to analyze data and the ways in which results of the analysis were used to design and build action plans to bolster student learning.
- There was no evidence that the assessment plan was being evaluated to determine its effectiveness in accurately measuring student performance and serving as a reliable tool in school decision-making.

Indicator	Opportunity for Improvement
5.5	Devise, deploy, and document a system to monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals, and ensure that school leaders regularly communicate the results to all stakeholder groups using multiple methods of delivery.
Rationale	

Supporting Evidence

Student Performance Data:

- Growth data from the 2013 School Report Card suggests that Western students are growing academically at a slower rate in comparison with other students in the district and state. The growth rates suggest the possibility that monitoring of instructional effectiveness may be a contributing factor. As reported in the 2013 School Report Card:
 - In reading, 48% of students made typical or higher annual growth compared to 54.4% for the district and 56.9% for the state.
 - In math, 48% of students made typical or higher annual growth compared to 57.5% for the district and 57.3% for the state.
 - The combined growth rate for reading and math was also 48%, while the district average was 56% and the state average was 57.3%.

Stakeholder Survey Data:

- 49% of students agree/strongly agree that the school shares information about school success with family and community members, suggesting that about half of the students disagree or are ambivalent in regard to the school effectively sharing information.
- 96% of staff agree/strongly agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."

Stakeholder interviews, document and artifact review:

- Interviews among staff consistently revealed that school leaders are present in professional learning communities, but there is uncertainty regarding the level of monitoring done by administrators to improve student learning and the conditions that support student learning.
- Interviews and documentation suggest minimal monitoring of action plans developed in professional learning communities that are focused on increasing student achievement. Additionally, interviews did not indicate that such actions plans were being developed on a consistent basis.
- Staff and parent interviews also indicated that the frequency of communication to parents for the purpose of sharing school results related to student achievement were infrequent.

- According to the Communication Plan, student achievement information is to be reported in the monthly newsletter, but the September, October, and November issues of 2013 did not contain this information. Issues of the newsletter could not be found on the school website.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Western Diagnostic Review team was composed of 10 educators representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university educators.
- On the first day of the review, the principal and other administrators made a formal presentation about the school focusing on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.
- Representatives from Western High School completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team. However, since the number of parent surveys did not meet the minimum response rate of 20% of school households, this data was not used in the team's analysis.
- In general, administrators, staff, parents, and students were candid in their interviews with the team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on January 6, 2014 to begin a preliminary examination of institution's Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on January 12, 2014 and concluded their work on January 15, 2014.

Institution leaders carried out the Internal Review process as directed, and in keeping with the developed timeline. Stakeholders, including students, parents, and community members were candid in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	10
Advisory Council Members	6
Teachers and Support Personnel	17
Parents and Community Members	8
Students	12
TOTAL	53

The Diagnostic Review team also conducted classroom observations in 43 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

The Diagnostic Review process involved an examination of evidence including the school's Self-Assessment, review of performance, classroom observation, and stakeholder survey data as well as interviews with the principal and other administrators and a representative cross-section of the faculty. In addition, the team interviewed a small group of students and parents. Several recurring themes emerged that cut across the five standards and 33 indicators. These include:

- Purpose and direction, shared values and beliefs:
 - Guiding documents, i.e., mission, vision, shared values and beliefs, focus on preparing students to transition to post-secondary education including the Early College program. These documents do not appear to be providing guidance as to how the school is, or should be, addressing the significant achievement gaps that exist between students at Western and students at other schools.
 - The Early College program offers a truly remarkable opportunity for Western students and their families. The school and its leadership are to be commended for their endeavors to develop the Early College program and build support among businesses to financially support students in their post-secondary pursuits.
 - The implementation of aligned programs, services, instructional approaches, and so forth that will enable the majority of Western students to overcome significant academic deficiencies and achieve college-readiness skills, thus equipping them for post-secondary opportunities, does not appear to be part of the school's purpose and direction for improvement.
- Monitoring for quality and effectiveness:
 - The extent to which the school and administration has processes and systems in place to provide for continuous quality monitoring, including monitoring for instructional

effectiveness, are very limited. Performance data and observations strongly suggest that a continuous monitoring system is needed both school-wide and at the classroom level.

- Data documenting walkthroughs done by administrators was very limited, for example. Beyond classroom observations, monitoring of formative assessment data, lesson or unit plans, and examination of student work does not appear to be systematic or continuous. Interviews and documentation suggest that monitoring is addressed through the PLC structure, but the degree to which that approach is helping the school to make significant gains in student performance is not apparent.
- Similarly, monitoring for effectiveness of the professional development program in improving teacher professional practice and student achievement is not apparent.
- Commitment to results-driven continuous improvement:
 - Interviews, documentation, data, etc., suggest that the school is engaged in compliance-driven continuous improvement rather than results-driven continuous improvement. Components of results-driven improvement planning do exist, such as the quarterly reporting of progress and the use of formative assessments. The extent to which these components form a coherent process for making continuous, necessary modifications at the classroom and school level is limited.
 - Data (state assessments, classroom assessments, and instructional monitoring data) does not appear to be used to guide continuous improvement in curriculum and instruction at the school or classroom levels. For example, the data from state assessments clearly suggests that students are struggling with reading proficiency. However, the school has not strategically planned a robust remediation program for students to help close the achievement gap. Documentation, as well as interviews with the professional staff, reveals that the degree to which data is used at the school and classroom levels to drive decision-making is not consistently apparent.
- New initiatives and emerging practices and approaches:
 - Many processes appear to be in the emerging stage. Use of data analysis, University 111, stakeholder and student advisory groups, long-range professional learning planning and community partnerships, the after school program, and academic pep rallies have all been initiated and are in the beginning stages of implementation at Western. It will be important to continue these initiatives and ensure their alignment to the school's purpose, plan, and focus as Western moves forward with school improvement. As programs are implemented, it will be critical to continue to give all stakeholders, including parents and students, an active role and voice in planning and implementing initiatives.
- Building a more collaborative culture with all stakeholders:
 - Interviews, observations, and a review of artifacts and other documents reveal that the school, under the leadership of the new principal, is making some initial efforts to enhance stakeholder involvement, especially with corporate and civic organizations such as Rotary, UPS, Tumbleweed, etc. The principal has begun to work on a plan to

increase parent involvement and has met more regularly with PTSA leadership this year. The newly formed School Advisory Council and new student advisory group also illustrates a desire, primarily on the part of the principal, to give students a voice in the school. It is well known that parents and other stakeholders can prove to be valuable in helping to ensure that a community knows and appreciates the positive aspects and possibilities of a school in transition.

- Building teacher capacity:
 - Interviews, documentation, and data do not indicate the existence of a coherent system for strengthening professional practice in the school based on student and school needs. The alignment of PLCs, professional development, coaching and mentoring, supervision and evaluation programs, and the continuous examination of data to improving teacher effectiveness is not apparent.
- Active engagement:
 - Classroom observations revealed that many students are only passively involved in their education. Based on observation data, although some classrooms are using instructional strategies that authentically engage students in their learning, most classrooms expect students to be passive listeners. In the majority of classrooms, students are expected to sit quietly and listen to the teacher. While they may appear to be “engaged” since they are complying with the teacher’s instructions, their passive engagement is not resulting in high levels of learning.
 - While the school has utilized SIG and other funding to purchase technology (laptop carts, Smartboards, etc.) to support student success, it is not being utilized to its fullest capabilities to support student achievement. Based on feedback from staff interviews and classroom observations, laptops and laptop carts are often unavailable to certain student groups or classes. Professional development for teachers to effectively and fully utilize technical resources in order to improve instruction and drive student results is not apparent.
- Resources:
 - Without question, the school and district have allocated teaching, support staff, and fiscal resources to achieve the school’s purpose and direction. The low teacher/student ratio, in particular, has the potential to leverage significant improvement in performance, learning conditions, climate, etc.

Report on Learning Environment:

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

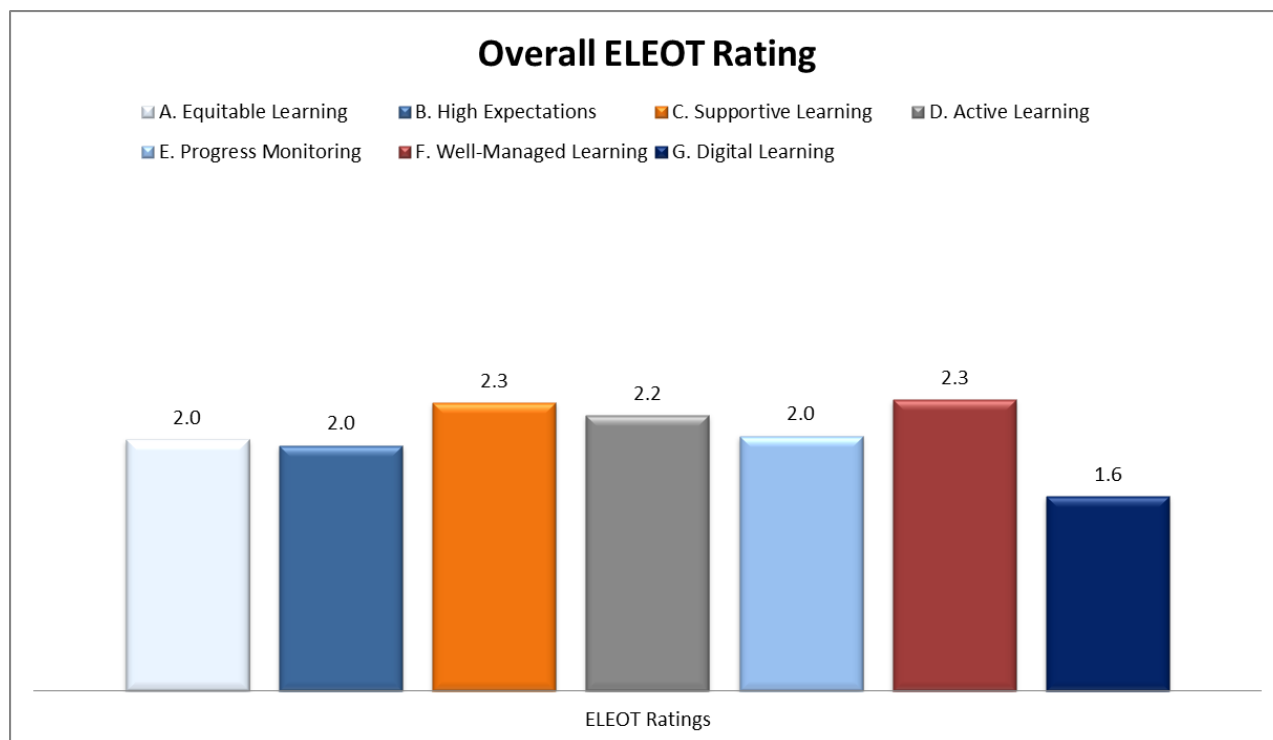
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures

the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 44 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.8	Has differentiated learning opportunities and activities that meet her/his needs	52%	25%	11%	11%
A.2	2.6	Has equal access to classroom discussions, activities, resources, technology, and support	9%	32%	45%	14%
A.3	2.3	Knows that rules and consequences are fair, clear, and consistently applied	27%	18%	52%	2%
A.4	1.3	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	77%	14%	9%	0%
Overall rating on a 4 point scale:		2.0				

Equitable Learning Environment Analysis

- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated at 1.8 on a 4 point scale. Differentiation practices were not evident in over half of the classrooms and partially evident in 25% of classes. The vast majority of classrooms were employing teacher-centered lecture and whole group instruction as the primary instructional delivery method. Differentiation of instruction was evident/very evident in 22% of classrooms.
- Generally, the learning environment in the majority of classrooms, or 59%, ensures students have equal access to classroom discussions, activities, resources, technology, and support. This component received a rating of 2.6 on a 4.0 scale, which was the highest in this environment.
- In the majority of classrooms, or 54%, it was apparent that students knew that rules and consequences were fair, clear, and consistently applied. Observers consistently noted the degree to which students were highly compliant to teacher instructions, which is apparent in this component as well as elsewhere in the ELEOT data.
- Students very seldom had opportunities to learn about their own and other's backgrounds/culture/differences, with this descriptor being rated 1.3 on a 4 point scale. The vast majority of classrooms used whole-group, teacher-centered lecture as the instructional delivery method.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.2	Knows and strives to meet the high expectations established by the teacher	20%	45%	30%	5%
B.2	2.3	Is tasked with activities and learning that are challenging but attainable	20%	43%	27%	9%
B.3	1.5	Is provided exemplars of high quality work	70%	16%	11%	2%
B.4	2.0	Is engaged in rigorous coursework, discussions, and/or tasks	25%	52%	18%	5%
B.5	1.9	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	39%	36%	18%	7%
Overall rating on a 4 point scale:			2.0			

High Expectations Learning Environment Analysis

- While survey data and stakeholder interviews indicated that the principal and teachers have high expectations for students, classroom observations suggest that this learning condition exists, but only to a limited degree.
- Instances in which students demonstrated that they know and strive to meet the high expectations established by the teacher, with this descriptor rated 2.2 on a 4 point scale, were infrequent. Observers found this condition to be evident/very evident in 35% of classrooms.
- Somewhat similarly, instances in which students were tasked with activities and learning that are challenging but attainable, with this descriptor rated 2.3 on a 4 point scale, were evident/very evident in 36% of classrooms.
- Instances in which students were provided exemplars of high quality work as a way of effectively communicating learning expectations, a descriptor rated 1.5 on a 4 point scale, were seldom observed. The use of exemplars was evident/very evident in only 13% of classrooms.
- Higher-order thinking questions (e.g., applying, evaluating, or synthesizing) was evident/very evident in 25% of classrooms.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.5	Demonstrates or expresses that learning experiences are positive	11%	36%	48%	5%
C.2	2.4	Demonstrates positive attitude about the classroom and learning	14%	36%	43%	7%
C.3	2.3	Takes risks in learning (without fear of negative feedback)	25%	32%	34%	9%
C.4	2.6	Is provided support and assistance to understand content and accomplish tasks	14%	34%	34%	18%
C.5	1.8	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	50%	20%	25%	5%
Overall rating on a 4 point scale:		2.3				

Supportive Learning Environment Analysis

- The Supportive Learning Environment received a rating of 2.3 on a 4 point scale, which was among the highest ratings.
- Instances in which students demonstrated a positive attitude about the classroom and learning, rated 2.5 on a 4 point scale. Observers noted that most students were compliant to teacher instructions and directions. Instances of off-task behavior may be attributed to inconsistent or unclear teacher expectations.
- Instances in which students were observed taking risks in learning without fear of negative feedback, such as during questioning and class discussions, rated 2.3 on a 4 point scale. This condition was evident/very evident in 43% of classrooms.
- Instances in which students were provided support and assistance to understand content and accomplish tasks, rated 2.6 on a 4 point scale, may stem from teacher-led discussion in which students could volunteer questions which were answered by the teacher
- Instances in which students were exposed to an environment in which additional or alternative instruction and feedback at the appropriate level of challenge, rated 1.9 on a 4 point scale, was provided infrequently. Generally, lessons were teacher-centered lecture with whole group discussion and did not provide for differentiation based on student need.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.3	Has several opportunities to engage in discussions with teacher and other students	23%	34%	32%	11%
D.2	2.0	Makes connections from content to real-life experiences	45%	25%	18%	11%
D.3	2.4	Is actively engaged in the learning activities	7%	55%	34%	5%
Overall rating on a 4 point scale:			2.2			

Active Learning Environment Analysis

- For the most part, students were engaged in learning activities that required them to be seated, passively listen to the teacher and, in some instances, complete some written activity such as taking notes. Opportunities for students to engage in discussions with the teacher and other students, rated 2.3 on a 4 point scale, were evident/very evident in 43% of classrooms.
- Instances in which students were asked to or provided opportunities to make connections to real life experiences, rated 2.4 on a 4 point scale, were observed in over half of the classrooms.
- Student active engagement, rated 2.4 on a 4 scale, was evident or very evident in 39% of classrooms. In general, observers found students to be compliant to teacher instructions to be seated, listen quietly, take notes, and so forth. Instances in which students were engaged in collaborative group discussions, conducting investigations to answer a question or problem-solve, creating a product, making presentations, conducting research, using technology as a learning tool (such as automated student response systems) were very infrequent.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.1	Is asked and/or quizzed about individual progress/learning	27%	39%	30%	5%
E.2	2.2	Responds to teacher feedback to improve understanding	23%	41%	34%	2%
E.3	2.3	Demonstrates or verbalizes understanding of the lesson/content	16%	43%	34%	7%
E.4	1.7	Understands how her/his work is assessed	50%	30%	18%	2%
E.5	1.9	Has opportunities to revise/improve work based on feedback	45%	23%	27%	5%
Overall rating on a 4 point scale:			2.0			

Progress Monitoring Learning Environment Analysis

- The degree to which students are consistently exposed to an environment in which their learning is well-monitored is evident to a limited extent. For example, instances in which students were asked or quizzed about their individual progress or learning, rated 2.1 on a 4 point scale, were evident or very evident in 35% of classrooms.
- Opportunities for students to respond to teacher feedback or demonstrate/verbalize their understanding of content were evident/very evident in only about 40% of classrooms.
- Instances in which students expressed understanding of how their work is assessed, rated 1.8 on a 4 point scale, were evident/ very evident in 20% of classrooms, which may be related to the heavy reliance on teacher-centered lecture.
- Instances in which students had opportunities to revise or improve their work based on feedback were evident/ very evident in 32% of classrooms.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	2%	30%	55%	14%
F.2	2.5	Follows classroom rules and works well with others	9%	34%	52%	5%
F.3	2.2	Transitions smoothly and efficiently to activities	30%	25%	41%	5%
F.4	1.7	Collaborates with other students during student-centered activities	57%	23%	14%	7%
F.5	2.5	Knows classroom routines, behavioral expectations and consequences	11%	36%	48%	5%
Overall rating on a 4 point scale:		2.3				

Well-Managed Learning Environment Analysis

- Management of student behavior received a rating of 2.3 on a 4 point scale overall. The highest rated component of this environment, “speaks and interacts respectfully with teacher(s) and peers,” rated 2.8 on a 4 point scale, suggests that students are, in general, respectful and have positive relationships.
- The ease with which students transitioned from one activity to another, rated 2.2 on a 4 point scale, was somewhat evident, also suggesting favorable compliance to teachers’ instructions.
- Of concern to observers were the limited opportunities students had to collaborate with other students during student-centered activities, which were not observed in 57% of classrooms. Generally, opportunities for students to engage in learning activities that involved interaction or collaboration with one another were infrequent.
- Evidence that students know classroom routines and behavior expectations and consequences was partially to fully evident in all but 11% of the classrooms.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.6	Uses digital tools/technology to gather, evaluate, and/or use information for learning	59%	23%	14%	5%
G.2	1.4	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	77%	11%	9%	2%
G.3	1.7	Uses digital tools/technology to communicate and work collaboratively for learning	61%	11%	25%	2%
Overall rating on a 4 point scale:		1.6				

Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of any of the environments, 1.6 on a 4 point scale.
- Instances in which observers found students engaged in learning activities using technology were very infrequent.

Improvement Priorities

	Improvement Priority
1.1	In collaboration with representative stakeholder groups, engage in a process to formally examine the school's purpose and direction in the context of student performance results. Determine the degree to which the school's existing statements of purpose and direction are serving to guide decision-making with respect to meeting the needs of all students, especially those of novice and apprentice learners, and use the results of this examination to inform possible revisions.
Rationale	

Supporting Evidence

Student Performance Data:

- While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was very small except in social studies.
- Of particular concern is the 2013 reading achievement data which indicates that 26% of students performed at the proficient and distinguished level while 73% of students performed at the novice or apprentice levels. Similarly, 38% of student performed at the novice level in math, and only 18.8% performed at the proficient and distinguished level.
- ACT scores improved by less than .5 of a point between 2012 and 2013 in all areas except English which declined by .1. Opportunities for students to engage in discussions with the teacher and other students, rated 2.3 on a 4 point scale, were evident/very evident in 43% of classrooms. The percentage of students meeting ACT benchmarks rose to 25.8% in English and 13.8% in reading in 2013 and 13.8% for reading. The percentage meeting ACT math benchmark fell to 9.4%. With regard to ACT benchmarks, the school is significantly below both the state and district. For example, while the school's percentage in math is 9.4%, the district's is 36.9% and the state's is 39.6%.

Classroom Observation Data:

- The degree to which a coherent connection exists between the school's articulated statement of purpose and direction and classroom activities, and instructional approach is limited.
- Observers noted a heavy emphasis on whole group, teacher-centered instructional practices. These practices do not authentically engage students at high levels and ensure achievement of learning targets.
- Instances in which students were actively engaged in collaboration, problem-solving, higher-order thinking questioning and activities, and using technology to solve problems or conduct

research were very limited. For example, in only 28% of the classrooms did observers note that students were engaged in rigorous coursework, discussions, and/or tasks.

Stakeholder Survey Data:

- Surveys suggest that staff members are highly satisfied with the school's formal statements of purpose and direction as well as shared values and beliefs.
 - In the staff survey, 100% of staff agree or strongly agree, "Our school's purpose statement is clearly focused on student success."
 - 98% support the statement, "Our school's purpose statement is based on shared values and beliefs that guide decision-making."
- Student survey data, while generally favorable, suggests possible leverage points for improvement with regard to guiding statements of purpose, direction, shared values, and beliefs.
 - 75% of students agree/strongly agree with the statement, "In my school, programs and services are available to help me succeed."
 - 66% of students agree/strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
 - 68% of students agree/strongly agree with the statement, "In my school, a high quality education is offered."

Stakeholder Interviews:

- Teacher and staff interviews consistently indicated general satisfaction with processes and procedures in the school to improve performance and school effectiveness.
- Stakeholder interviews reflected a commonly articulated set of beliefs about the school's overall purpose of Early College. However, stakeholders were not able to provide a specific and consistent set of values and beliefs that drive teaching and learning classroom practices. Stakeholders also indicated that the proficiency gaps demonstrated by students are a struggle when preparing students for Early College. Stakeholders were not able to explain the school's plan to address and continuously monitor the large number of students not meeting benchmark targets.

Documents and artifacts:

- Review of documentation indicates that the school's formal statement of purpose and direction was developed in prior years and reviewed annually by the school administration or the School Leadership Team. The origin of the statement of shared values and beliefs is unclear.
- Documentation does not indicate that these guiding documents are reviewed and revised systematically through a process involving representative stakeholders such as parents, students, teachers, and staff.

Indicator	Improvement Priority
2.6	Design and implement a staff supervision and evaluation process that will result in improved professional practice and student success. Document that the process is consistently and regularly implemented and that the results are analyzed and used to monitor and adjust professional practice and ensure student learning.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data does not suggest that the current staff supervision and evaluation processes are resulting in improved professional practice and student success.
 - While it is evident that the state accountability index improved from 2012 to 2013, primarily from improvement in college and career readiness index, improvement in the core academic program was small except in social studies.
 - Of particular concern is the 2013 Reading Achievement data which indicates that 26% of students performed at the proficient and distinguished level while 73% of students performed at the novice or apprentice levels. Similarly, 38% of students performed at the novice level in math, and only 18.8% performed at the proficient and distinguished level.
 - ACT scores improved by less than .5 of a point between 2012 and 2013 in all areas except English which declined by 0.1. The school's ACT composite for 2013 is 15.6, which is 1.3 points below the district average and 1.8 points below the state average. The percentage of students meeting ACT benchmarks in English rose to 25.8% in English and 13.8% in reading in 2013. The percentage meeting ACT math benchmark fell to 9.4%. With regard to ACT benchmarks, the school is significantly below both the state and district. For example, while the school's percentage in math is 9.4%, the district's is 36.9% and the state's is 39.6%.

Classroom Observation Data:

- The team did observe some effective classroom learning environments, including the presence of Well-Managed environments in several instances. However, overall classroom observations reveal mixed results that do not suggest school leadership has developed an effective system for the supervision and monitoring of instructional effectiveness and ensuring that all students are provided equitable and challenging learning experiences. Classroom observations do not consistently reveal the use of research-aligned instruction and assessment practices that authentically engage students in their learning or address individual learning needs. For example:
 - Student questioning that requires higher order thinking (application, evaluation, synthesizing) was not observed in 40% of classrooms.
 - Instances in which students were tasked with activities and learning that are challenging but attainable were evident/very evident in roughly one-third of the classrooms, or 36%.
 - The extent to which students are actively engaged in the learning activities was evident/very evident in 39% of classrooms.

- Instances in which students were asked and/or quizzed about individual progress/learning were evident/very evident in 35% of classrooms.
- Instances in which students understood how her/his work is assessed were evident/very evident in 20% of classrooms.
- Instances in which students collaborate with other students during student-centered activities were evident/very evident in 21% of classrooms.
- Opportunities for students to be exposed to a Digital Learning Environment were infrequent.

Stakeholder Survey Data:

- Survey data suggests that the staff is highly satisfied with the current school supervision and evaluation processes designed to improve teaching and learning.
 - In surveys, 98% of staff agree/strongly agrees that, “School leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
 - Similarly, 92% of staff agree/strongly agrees that, “Our school leaders ensure all staff members use supervisory feedback to improve student learning.”

Stakeholder Interviews:

- The Effective Learning Environment Observation Tool (ELEOT) was used by administrators on December 9, 2013 as a walkthrough instrument in the school. It should be noted that those individuals conducting the ELEOT observations have not had the benefit of ELEOT training, do not hold ELEOT certification, and may not have used the instrument as it was intended to be used.
- The ELEOT walkthrough data gathered on December 9, 2013 was the only walkthrough data provided by the school. Documentation indicates that all administrators complete routine “pop-in” walkthroughs but data from these walkthroughs was not available.
- Documentation suggests that classroom monitoring is generally managed through the PLC structure and ongoing performance data review conducted by the Instructional Leadership Team. Documentation of these monitoring processes is very limited.
- The 2013-14 Professional Development Plan is clearly based on student and school needs and is focused on improving organizational and instructional effectiveness in several critical areas including: 1) stakeholder communications, 2) reducing safety incidents, 3) revision of policies and procedures for school support committees, 4) increasing career-readiness, 5) improving student performance in writing, reading, math, science, social studies, science, and English. The extent to which the current professional development plan is based on the collection and analysis of data from the school’s supervision, evaluation, and monitoring process is not apparent.
- The principal and two teachers have attended KDE’s pilot Professional Growth Evaluation System/PGES training.

Indicator	Improvement Priority
3.1	Develop a formal process for the school to evaluate its effectiveness in providing equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning skills, thinking skills, and life skills, that lead to success at the next level. Consider using the newly formed Advisory Council to help carry out this process and ensure that it is well documented.
Rationale	

Supporting Evidence

Student Performance Data:

- Although the school showed significant growth in social studies and minimal growth in writing and language mechanics, achievement scores in reading, math, and science decreased from the 2012 school year to the 2013 school year.
- According to the school report card, approximately one in every three students scored Novice in math, science, and social studies, while approximately two in every three students score Novice in reading. This data suggests that the school's processes for aligning curriculum vertically and horizontally may not be effective.
- In all areas of assessment, the percentages of proficient/distinguished students for the 2013 school year were below district percentages, and significantly below state percentages.
- Although the percent of proficient/distinguished GAP students increased in social studies, writing, and language mechanics from the 2012 to 2013 school year, the percent of proficient/distinguished GAP students decreased significantly in reading, math, and science.
- In math and reading, less than 3% of students scored at the Distinguished level in 2013, which may suggest that the provided curriculum may not be sufficiently rigorous and challenging.
- In the 2013 school year, only 2 students achieved career readiness, which possibly indicates curriculum offerings may not be effectively aligned to career readiness.

Classroom Observation Data:

- According to classroom observations, differentiated learning opportunities were evident or very evident in only 22% of the classrooms. The majority of classrooms were employing teacher-centered lecture and whole group instruction as the primary instructional delivery method. Opportunities for students' individual learning needs to be addressed, including exposure to more rigorous and challenging content, were minimal. The degree to which students were engaged in rigorous coursework, discussions and/or tasks was partially evident/not observed in

77% of classrooms.

- In 35% of classrooms, students knew and strived to meet high expectations established by the teacher, suggesting that students may not be fully engaged in challenging learning experiences in the majority of classrooms.
- According to classroom observations, it was evident or very evident that students were engaged in rigorous coursework, discussions, and/or tasks in only 23% of classrooms.

Stakeholder Survey Data:

- According to the student survey, 63% of students agree/strongly agree with the statement “my school provides me with challenging curriculum and learning experiences,” suggesting that approximately one-third of the students either disagree or are ambivalent about the existence of this favorable learning condition.
- In contrast, staff survey results reveal that 96% of staff agree/strongly agree that “in our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills.”

Stakeholder interviews, document and artifact review:

- The principal and other stakeholders indicated in the Leadership Self-Assessment that performance scores have plateaued or decreased from 2011-2012 to 2012-2013 school year.
- According to the December 2013 Quarterly Report, only 16 students have the potential to be career-ready this year.

Indicator	Improvement Priority
3.3	Through a collaborative process, develop a systematic procedure that will ensure all teachers are consistently engaging students in learning activities, such as collaboration, self-reflection, problem-solving, development of critical thinking skills, etc., that result in achievement of learning expectations. Ensure that the process is well documented and includes methods of monitoring for effectiveness.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data strongly suggests that the degree to which students are highly engaged in their learning is limited.
 - According to the school report card, the percentage of students scoring in the Distinguished category decreased in every area except social studies from the 2012 school year to the 2013 school year. In contrast, the percentage of students statewide

scoring in the Distinguished category increased in most areas from the 2012 school year to the 2013 school year.

- According to the school report card, the percentage of students scoring Novice in reading increased from 49.7 in the 2012 school year to 65.7 the 2013 school year. In contrast, the percentage of students statewide scoring Novice in reading decreased from the 2012 school year to the 2013 school year.
- According to the school report card, students at the school performed, on average, well below state averages on the ACT in the 2013 school year.
- According to the school report card, the percentage of students at the school who met reading, math, and English ACT benchmarks for the 2013 school year was far lower than the percentage meeting benchmarks statewide.

Classroom Observation Data:

- Instances in which students demonstrated that they knew and strived to meet the high expectations established by the teacher were infrequent. Observers found this condition to be evident/very evident in only 35% of classrooms.
- Somewhat similarly, instances in which students were tasked with challenging but attainable activities and learning were evident/very evident in 36% of classrooms.
- Instances in which students were actively engaged in the learning activities were evident/very evident in 39% of classrooms. Observers noted that the expectation for student engagement in many classrooms was for students to sit quietly, copy notes, listen to the teacher lecture, and or complete written work, which does not suggest high levels of rigorous engagement.
- Instances in which students were provided opportunities to collaborate with other students during student-centered activities were evident/very evident in 21% of classrooms.

Stakeholder Survey Data:

- Student survey data suggests that students are only partially satisfied with the effectiveness of instruction:
 - According to the student survey, 55% of students agree/strongly agree with the statement “my school motivates me to learn new things,” suggesting that almost half of the students may not be stimulated or have a high interest in learning new things.
 - 44% of students agree/strongly agree with the statement “all of my teachers change their teaching to meet my learning needs,” suggesting that over half of the students do not perceive that all teachers adapt instructional practice to address student learning needs.
 - 59% of students agree/strongly agree with the statement “all of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed,” suggesting that teachers may depend upon a limited variety of instructional strategies.
 - 62% of students agree/strongly agree with the statement “all of my teachers explain their expectations for learning and behavior so I can be successful,” suggesting that one-

third of the students do not agree or are ambivalent about the existence of this learning condition.

- Staff survey data strongly suggests that the staff is highly satisfied with the effectiveness of instructional practices in the school. For example:
 - In surveys, 88% of staff agree/strongly agree with the statement “all teachers in our school personalize instructional strategies and interventions to address individual learning needs of students,” suggesting that teachers believe that current instructional practices are varied sufficiently to meet the needs of students.
 - 89% of staff agree/strongly agree with the statement “all teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills,” suggesting that the vast majority of staff are satisfied with the degree to which instructional strategies are varied to include student-centered learning opportunities.
 - 93% of staff agree/strongly agree with the statement “all teachers in our school use a process to inform students of their learning expectations and standards of performance,” suggesting that nearly all staff believe that learning expectations are communicated clearly and effectively to students.

Indicator	Improvement Priority
3.6	Using a collaborative process, develop, implement and monitor a school instructional process that 1) clearly informs students of learning expectations and standards of performance, 2) provides students exemplars of high quality work, 3) uses data from multiple measures, including formative assessments, to inform and modify instruction, 4) and provides students with specific and timely feedback about their learning. Document the development, implementation and monitoring of the school instructional process.
Rationale	

Supporting Evidence

Student Performance Data:

- Student performance data does not suggest the systematic implementation of an instructional process that is consistently applied across the school.
 - According to End-of-Course assessments, the percentage of students scoring in the Distinguished category decreased in every area except social studies from the 2012 to 2013 school year. In contrast, the percentage of students statewide scoring in the Distinguished category increased in most areas from the 2012 school year to the 2013 school year.
 - End-of-Course data also indicates that the percentage of students scoring Novice in reading increased from 49.7 in the 2012 school year to 65.7 the 2013 school year. In

contrast, the percentage of students statewide scoring Novice in reading decreased from the 2012 school year to the 2013 school year.

- ACT results indicate that students at the school performed, on average, well below state averages in the 2013 school year.
- According to the school report card, the percentage of students at the school who met reading, math, and English ACT benchmarks for the 2013 school year was far lower than the percentage meeting benchmarks statewide.

Classroom Observation Data:

- While several classrooms had learning targets posted, observers only occasionally noted that teachers began instruction by verbally informing students of learning expectations through reference to the learning target or providing elaboration about how students would held accountable for their learning.
- According to classroom observations, student understanding of how work is assessed was evident/very evident in only 20% of classrooms.
- Instances in which students were provided exemplars of high quality work as a way of effectively communicating learning expectations, rated 1.5 on a 4 point scale, were seldom observed. The use of exemplars was evident/very evident in only 13% of classrooms.

Stakeholder Survey Data:

- According to the student survey, 62% agree/strongly agree with the statement, “all of my teachers explain their expectations for learning and behavior so I can be successful,” suggesting that many students may not have a clear understanding of behavior and learning expectations.
- In contrast, 93% of staff agree/strongly or agree with the statement, “all teachers in our school use a process to inform students of their learning expectations and standards of performance.”

Stakeholder interviews, document and artifact review:

- The school’s Lesson Plan Expectation document indicates that teachers will provide learning targets, but it does not specifically indicate the importance of informing students of learning expectations.
- In interviews, stakeholders were unable to communicate their understanding of an instructional process used consistently across the school.

Indicator	Improvement Priority
3.10	Initiate a collaborative process to examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies that assure academic grades are based on content knowledge and skills and common courses have the same high expectations.
Rationale	

Supporting Evidence

Classroom Observation Data:

- Classroom observations revealed that the degree to which students understood how work is assessed was evident or very evident in 20% of classrooms.

Stakeholder Survey Data:

- According to the student survey, 58% agree/strongly agree with the statement “all my teachers keep my family informed of my academic progress,” suggesting that almost half student do not perceive that their families are informed of their academic progress.
- 62% of students agree/strongly agree with the statement “all my teachers fairly grade and evaluate my work,” suggesting that a significant percentage of students disagree or are ambivalent about the existence of this important learning condition.
- Survey data suggest that the staff is highly satisfied with existing grading and reporting practices.
 - In surveys, 92% of staff indicated that they agree/strongly agree with the statement, “all teachers in our school provide students with specific and timely feedback about their learning.”
 - Similarly, 94% of staff indicated that they agree/strongly agree with the statement, “all teachers in our school use consistent and common grading and reporting policies across grade levels and courses based on clearly defined criteria.”

Stakeholder interviews, document and artifact review:

- Artifacts and interviews reveal that there is no common grading scale or policy consistently used throughout the school or even within common subject areas. Most teachers are unclear about the school’s grading policies, and have developed their own grading policies in some instances.
- Stakeholder interviews suggested that the school might be implementing the district-wide weighting scale for grades, but that policy has not been clearly communicated to all stakeholders.

- Artifacts such as course syllabi, and interviews further reveal that grading in the school is not based solely upon content knowledge and skills, but includes participation grades and extra credit for purchasing classroom supplies.
- Stakeholder interviews and documentation suggest that there is no formal process for evaluation of grading policies, processes, and procedures.

Indicator	Improvement Priority
3.12	Develop processes that can be implemented systematically and continuously to identify and meet the unique learning needs of students. Ensure that the processes are collaborative and align with existing intervention programs, and that these efforts are well documented.
Rationale	

Supporting Evidence

Student Performance Data:

- According to the school report card, 45% of white students met the English benchmark on the ACT, while only 19.6% of African American students met the English benchmark. The gap between the two scores is wider than in the 2011-2012 school year (25.4% gap vs. 12.3% gap), when 30.2% of white students met the English benchmark on the ACT, and 17.9% of African American students met the benchmark.
- According to the school report card, although 15.6% of students with disabilities who have an IEP scored Proficient or Distinguished on the state reading assessment in 2012, only 2.9% of students with disabilities who have an IEP scored Proficient or Distinguished on the state reading assessment in 2013.
- According to the school report card, although the delivery target of reading proficiency for students receiving free/reduced lunch was 42.3% in 2013, only 24.8% of those students reached proficiency in reading.

Classroom Observation Data:

- Classroom observations suggest that students are seldom provided differentiated opportunities and activities to address individual needs, rated at 1.8 on a 4 point scale. Differentiation practices were not evident in nearly half of the classrooms (52%) and only partially evident in 25% of classrooms.
- According to classroom observation data, students having opportunities to learn about their own and other's backgrounds/culture/differences was found evident/very evident in 9% of classrooms, or a rating of 1.3 on a 4 point scale.

- According to classroom observation data, students were seldom provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs, rated 1.8 on a 4-point scale, and found to be evident or very evident in 30% of classrooms.

Stakeholder Survey Data:

- According to the student survey, 58% agree/strongly agree with the statement “my school provides learning services for me according to my needs,” suggesting that close to half of the students do not agree or are ambivalent about the existence of school-provided learning services to meet student needs.
- 96% of staff agree/strongly agree with the statement “in our school, related learning support services are provided for all students based on their needs,” suggesting that the staff is satisfied with the current level of related learning support services provided to students to meet their needs.
- According to the staff survey, 89% agree/strongly agree with the statement “in our school, all staff members use student data to address the unique learning needs of all students.”

Stakeholder interviews, document and artifact review:

- A review of artifacts provided little evidence of a system for school personnel to systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency.
- A review of artifacts provided little evidence of efforts by school staff on research related to the unique characteristics of learning and coordinate related learning support services to all students.

Indicator	Improvement Priority
5.3	Ensure that training in the evaluation, interpretation and use of data is included in the school’s ongoing professional development program.
Rationale	

Supporting Evidence**Stakeholder Survey Data:**

- 89% of staff members surveyed indicated that all staff members are trained in the evaluation, interpretation, and use of data, but documentation and interviews do not support this perception.
- 59% of students indicated in surveys that they agree/strongly agree with the statement, “all of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed,” suggesting that as much as 40% of the student population disagree or are ambivalent about the use of a variety of teaching methods and approaches.
- 44% of students indicated in surveys that they agree/strongly agree with the statement, “all of my teachers change their teaching to meet my learning needs,” suggesting that the degree to which instructional approaches are varied to help students meet learning expectations may be limited.

Stakeholder interviews and documentation:

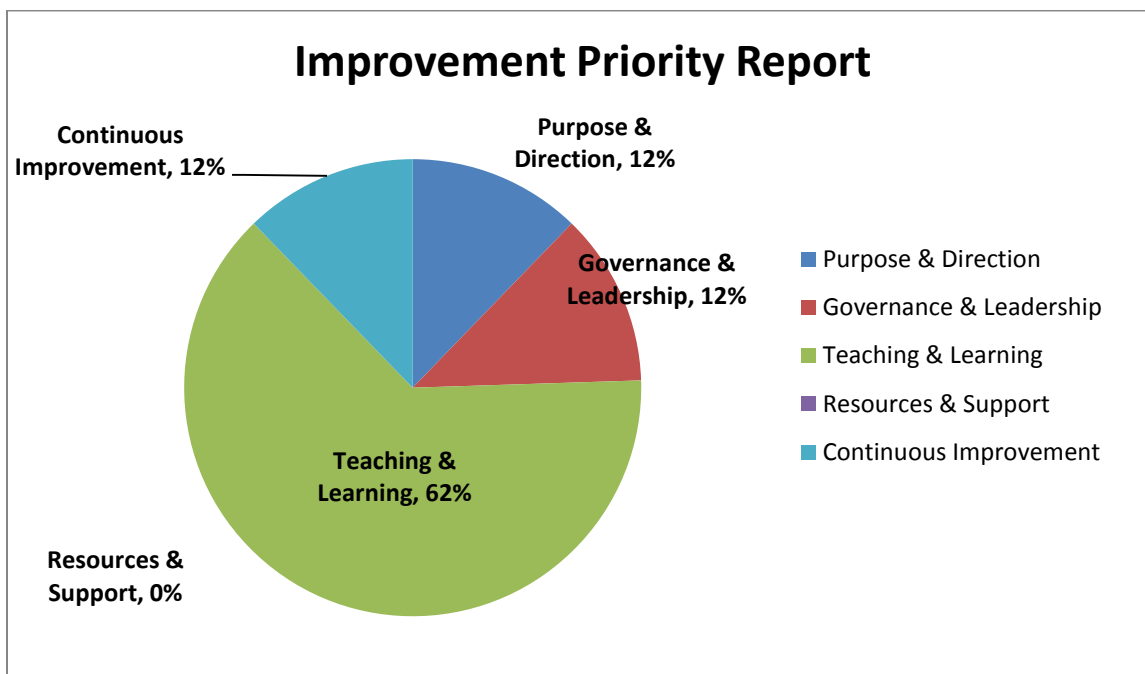
- Interview data consistently indicates:
 - Staff interviews reflected that teachers are not consistently evaluating, interpreting, and using data to increase student achievement. During interviews, teachers struggled with articulating how student data impacted the instructional process, and there was little to no evidence that teachers were reflecting on their instructional practices and modifying plans as needed to meet student needs.
 - Not all staff members have been assessed in the evaluation, interpretation, and use of data. This statement was also confirmed by school leaders.
 - PLC agendas indicate that data analysis and student goal sheets were occasionally scheduled for staff discussion, but there is little to no evidence that the school is using data to inform instruction.
 - The current PD plan indicates that “school administrators will provide teachers with ongoing support for the data collection and analysis process to ensure that they are able to use data.” School leaders are encouraged to engage teachers in professional learning that will help them understand and use data to support improvement in student performance.
 - A current school policy related to staff training in the area of analyzing and using data to improve student performance does not exist.

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>School Rating</i>	<i>Review Team Rating</i>
1.1	3	1
1.2	3	2
1.3	2	2
2.1	2	2
2.2	3	2
2.3	3	3
2.4	3	2
2.5	4	2
2.6	2	1
3.1	3	1
3.2	3	2
3.3	2	1
3.4	2	2
3.5	3	2
3.6	3	1
3.7	3	2
3.8	2	2
3.9	3	2
3.10	2	1
3.11	3	2
3.12	3	1
4.1	4	3
4.2	4	3
4.3	4	3
4.4	4	3
4.5	3	3
4.6	3	2
4.7	3	2
5.1	3	2
5.2	4	2
5.3	3	2
5.4	3	2
5.5	4	2

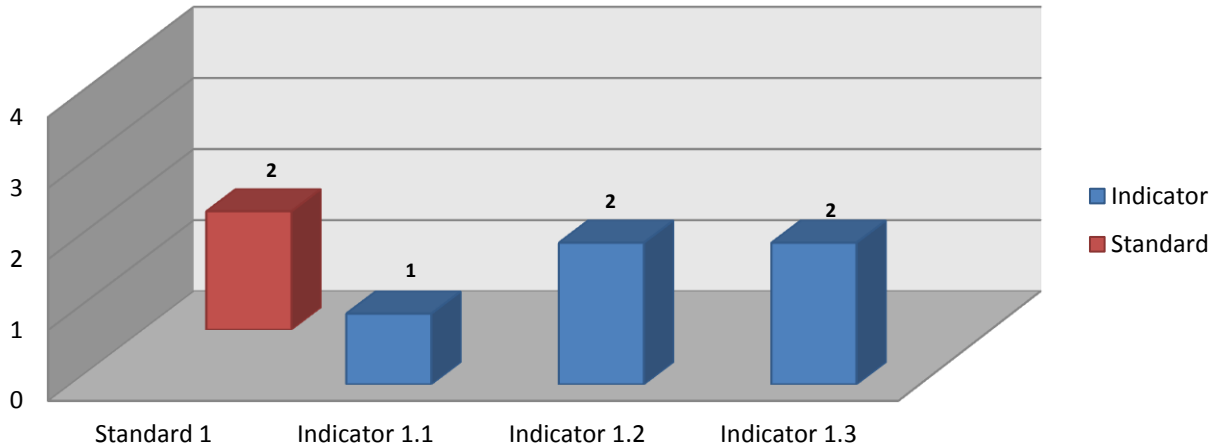
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

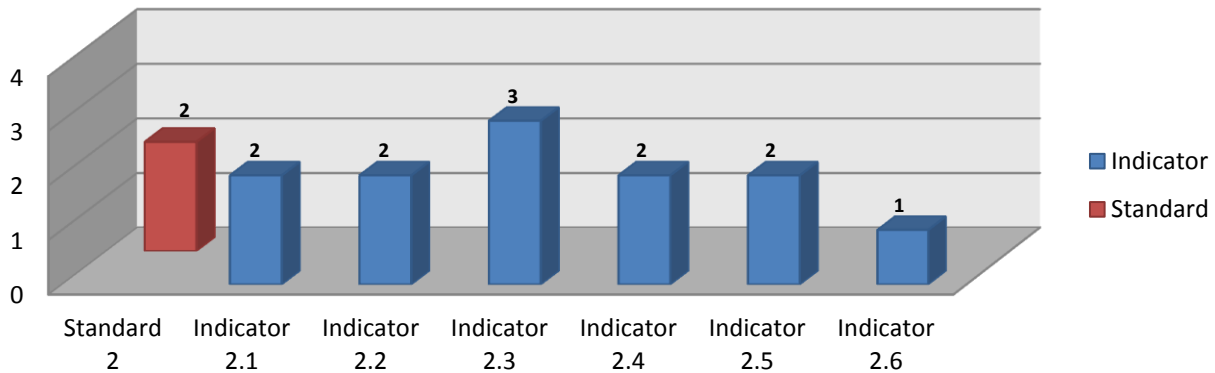


Average ratings for each
Standard and its Indicators

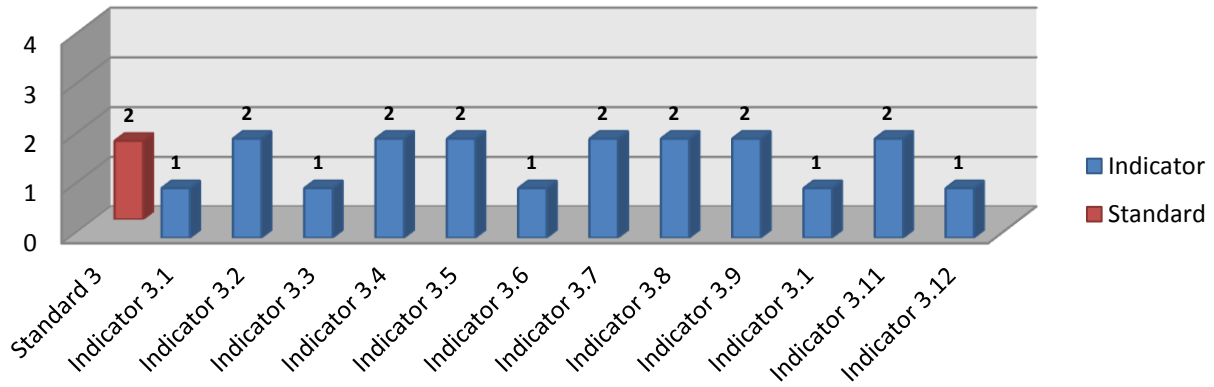
Standard 1: Purpose and Direction



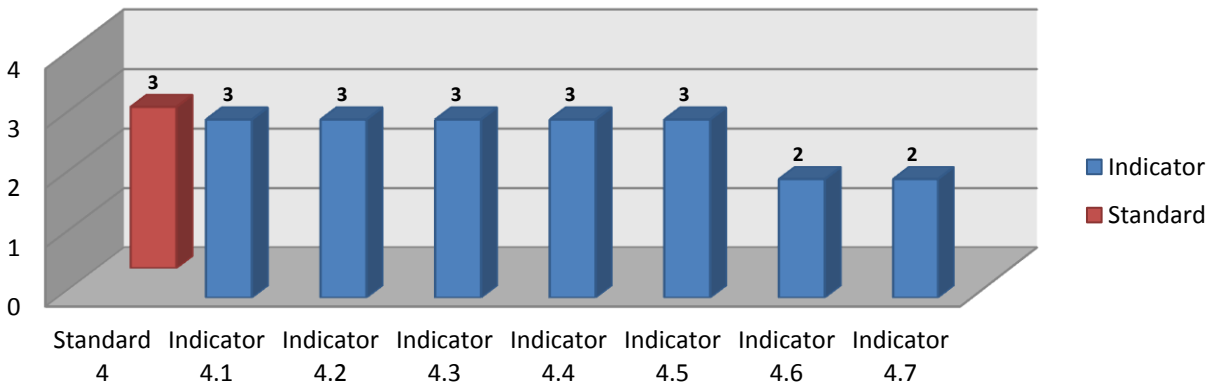
Standard 2: Governance and Leadership



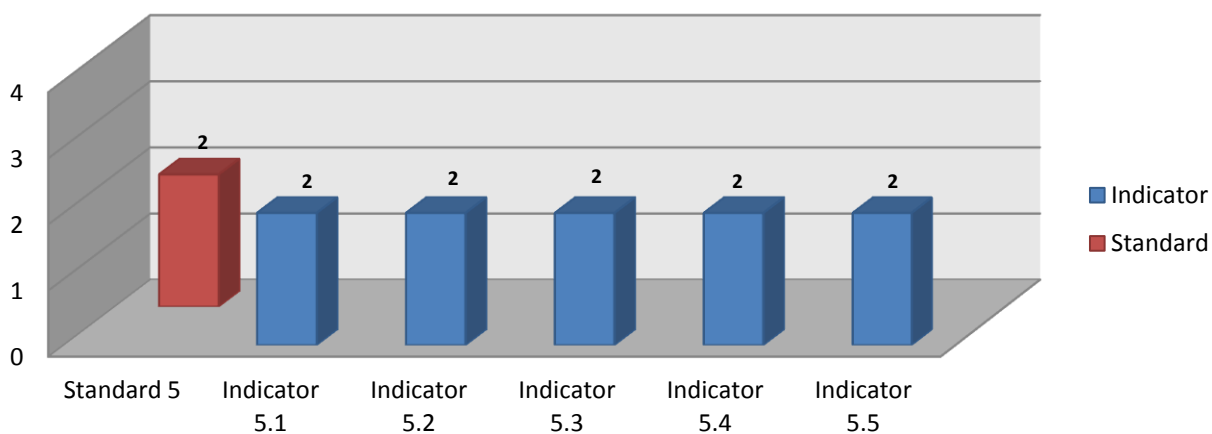
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement





2014 Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Western High School

Deficiency 1: The principal has not evaluated the use of available resources or assured the equitable distribution of resources to maximize their impact on student learning

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
x		This deficiency has been partially addressed.
	x	There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- The school has established an Advisory SBDM and it is reviewing the old SBDM policies in order to make recommendations for revision.
- The Principal has met with the PTSA president to review the 2013-14 staffing changes.
- All staffing changes have been discussed in the Administrative Team meetings.
- The Principal has allocated funds for all CSIP activities that will require them.
- All CSIP funding reflects recent analysis of the existing barriers to student learning and school improvement.
- Western Early College High School (WECHS) has instructed faculty to ask for anything they want or need for instruction and they will receive it.
- All student clubs and organizations were instructed to submit a budget to cover any national registration fees and materials for the culminating projects.
- The Early College budget is reviewed annually by all stakeholders.
- All Perkins funding is managed independently of the school budget by the program coordinator.
- All Extended School-Summer service funding is managed independently of the school budget by the program director.
- The budget for the extended school program, LEAP, has been adjusted based on student use and performance data.
- WECHS has recently purchased computers and technology for instructional and student use.
- WECHS has provided funding for PLC data days. So far, math, science, and English PLCs have taken days to work on data analysis and curriculum alignment.

School comments:

The previous principal did not share his budget (other than staffing) with anyone else. No efforts were made to solicit input from faculty or stakeholders.

When hired in July, I immediately was concerned with the staffing budget. There were key positions I felt were needed in order to service our students better. I worked to include: an Art teacher, a library assistant, and an Instructor III for the Early College On-Campus students. In addition to these positions, I petitioned the district to re-fund an Assistant Principal for the Early College Position, which was granted.

Unfortunately, without an SBDM in place and with an impending start of school, I did not have sufficient time to include stakeholders in the planning of the budget for this school year. In addition, few documents concerning historical budgets were available for consultation. After consulting the Administrative Team informally, Mr. Newman decided to model the budget for this year on that from last year and then periodically review and revise it as needed.

In preparation for budget development for next year, the Administrative Team is gathering information on school instructional and building maintenance needs. Later this spring, the team will assist the Principal with the development of the preliminary budget, which will then be reviewed by the Advisory SBDM. All faculty members have been instructed to submit a list of needs for next year in preparation for planning the budget. The Instructional Learning Team (ILT) will have the opportunity to review portions of the budget to provide further input.

Team evidence:

- Self-Assessment
- Executive Summary
- Student performance data and School Report Cards
- Review of artifacts and documents provided by the school
- Student and staff survey data
- Stakeholder interviews
- Classroom observations
- 2012 Leadership Assessment

Team comments:

- The current principal was appointed in July, 2013, slightly over five months prior to the 2014 Diagnostic Review/Leadership Assessment.
- Classroom and school observations, as well as a review of documentation, reveal that the student-teacher ratio is lower than the district average.
- In interviews, teachers indicated that their requests for instructional materials were nearly always met.
- Classroom and school observations revealed that technology resources were available in classrooms and the school, but were seldom used.
- While there is evidence that the current principal is committed to cultivating a more collaborative culture and sharing leadership as a way of building stakeholder responsibility and ownership in the school, more transparent and collaborative processes for allocating resources including staffing, professional development, and technology, have not been established.
- The principal has indicated that he and another staff member will participate in budgeting training professional development later this year.

Deficiency 2: Low attendance rates and high levels of truancies and suspensions continue to present barriers to improved achievement for a significant number of students

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

ATTENDANCE:

- WECHS has implemented a Deep Implementation Planning Process (DIPP) action plan to address chronic absenteeism.

- WECHS has implemented a DIPP action plan to address student suspension and behavior issues.
- All faculty participated in PLC and faculty meeting work sessions to identify barriers to student learning and school improvement. Activities to address these barriers formed the basis for the CSIP. Attendance was targeted as one of these areas.
- The CSIP includes strategies targeting attendance and behavior issues, which were suggested by analysis of the data from the DIPP.
- The Administrative Team conducted a collaborative discussion with the faculty on the DIPP action plan for chronic absenteeism in order to provide additional “objective eyes” on the process.
- Teams reviewed attendance incentive programs from Doss and Southern High Schools to identify aspects of the programs which would be effective at WECHS.
- WECHS uses monthly academic pep rallies to include students in shared goal setting for attendance and behavior.
- WECHS has partnered with the Rotary Club to offer incentives for “Warrior Attendance” (at least 90% average attendance) to students.
- WECHS has established weekly and monthly incentives for Warrior Attendance (95% or better).
- A district truancy officer makes home visits for students who are chronically absent.
- Assistant principals meet with students who were absent the day of their return to learn why they were absent, remind students to make up missed work, and offer ideas for overcoming barriers to attendance.
- Assistant principals and counselors make phone calls home for any student who misses more than one day in a row.
- All students who have been labeled “chronically absent” have been assigned an adult mentor who meets with them at least once per week to monitor academic progress and attendance.
- All students have been assigned to a University 111 mentor. As part of the University 111 session, teachers monitor the attendance and academic performance of all advisees.

SUSPENSIONS:

- In July, Administration met to discuss discipline. Specifically, adjustments were made to existing 10 Day suspensions. Everything was reduced to a 3, 6, 10 day progression plan.
- Western High School began PBIS training during the 2013-14 school year.
- The school has hired a Behavior Specialist to work with students who have histories of frequent disciplinary action. She also acts as a professional resource for teachers.
- WECHS has implemented A-TEAM, an alternative to In School Alternative Program ISAP that promotes improving student behavior through coaching and mentoring.
- WECHS has developed another layer of intervention, Corrective Assignment, to provide students with opportunities for instruction in social and emotional coping strategies, as well as consequences for their poor behavior choices.

School comments:

Attendance had become a growing concern and was frequently reported by teachers as a barrier to student performance. In order to find strategies to improve overall student attendance, WECHS implemented an attendance Deep Implementation Planning Process (DIPP) in early September and has tracked student progress data since that time. From this DIPP, Western has initiated an Attendance Improvement Plan. Preliminary results show that close monitoring and interventions by the assistant principals and counselors have had a positive impact on student attendance, particularly that of chronic absentees.

In addition to simply reducing the severity of the consequence for offenses that result in suspension, Western has intentionally determined preventative strategies to reduce inappropriate behavior. This year, WECHS has joined a PBIS cohort group in order to improve setting expectations for student behavior. One of these strategies included the hiring of a Behavior Specialist. The Behavior Specialist, assistant principals, and the ECE Resource Teacher have all provided input into the planning to reduce behavior issues. They are currently monitoring the implementation of both programs to provide objective perspective on the implementation and to make suggestions for refinement.

Team evidence:

- Self-Assessment
- Executive Summary
- Student performance data and School Report Cards
- Review of artifacts and documents provided by the school
- Student and staff survey data
- Stakeholder interviews
- Classroom observations
- 2012 Leadership Assessment
- Review of current attendance data from Infinite Campus

Team comments:

- Interviews with the principal and other stakeholders as well as a review of artifacts and documents indicate that school leadership is aware that the school's low attendance rate is having a significant negative impact on student performance.
- The 2012 and 2013 KDE School Report Cards indicate that school's attendance rate rose by 1.8 % in 2012-13 to 89.2%. While this certainly represents improvement, the attendance rate remains significantly below the district average of 94.4% and the state average of 94.8%.
- Average attendance rate for the first six months of the current school year is 90.95%, suggesting that attendance has further improved, although data for the same period last year was not available.
- Evidence strongly suggests that student attendance continues to be a significant problem. The school has implemented a Deep Implementation Planning Process in an effort to address attendance issues.
- Our review of suspension data does not indicate a change in the number of suspensions, but the number of days that students are on suspension appears to be significantly improved.

Deficiency 3: The principal does not engage all stakeholders as partners in the school.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:**PTSA:**

- WECHS staff attended state training on “The Missing Piece” - How to Engage Stakeholders.
- Mr. Newman has also attended the Governor’s Commonwealth Institute for Parent Leadership (GCIPL), produced by the Prichard Committee, in order to continue to support the PTSA in effectively working for/advocating for student success.
- WECHS has established a PTSA room so members have a “home” within the building that is available any time it is needed.
- The Principal attends monthly PTSA meetings. All meetings are held at the school building.
- Members of school leadership and faculty attend all PTSA meetings and events.
- Four Student Performances are on the calendar for 2013-2014 in order to allow students an opportunity to showcase the Arts programs, as well as to allow parents an opportunity be involved with the school.
- WECHS hosted an Open House near the beginning of school so parents and other stakeholders could meet staff and receive answers to any concerns they may have. Additionally, all attending parents completed a perception survey.
- Before school started, WECHS hosted Warrior Days, our version of student orientation. Parents were invited to meet staff and get answers to any questions they may have had.
- Teachers provide parents with email and other contact information.

COMMUNITY STAKEHOLDERS:

- WECHS hosts or sends representatives to monthly stakeholder meetings (Early College, Rotary Club, etc.)
- WECHS hosts at least two CTE Advisory Board meetings yearly.
- WECHS has established a Human Resources Office, manned by an administrator with business experience. The director will work with community partners to provide students with opportunities for internships, professional mentors, job shadowing, and employment.
- WECHS has redesigned the common areas of the ground floor to be more eye-catching and to feature celebrations of student work, information of note for parents and stakeholders, and to remove any austere feeling.
- All University 111 advising teachers are working to find guest speakers for the career group. So far, the Culinary Arts, Education, and Medical Sciences groups have had speakers.

COMMUNICATION:

- For this year, WECHS has reviewed and refined its communication plan.
- The ILT is reviewing the revised communication plan in preparation for publishing it to all stakeholders.

- The revised communication plan has been presented to all PLCs as one strategy for overcoming barriers to student learning.
- All team, department, and faculty-level PLCs include activities designed to involve staff in school decision-making, particularly for instruction.
- WECHS maintains a presence on Facebook and Twitter.
- WECHS provides a news blog feature on the school website.
- Many WECHS teachers use Edmodo and other web-based applications to extend their class outside their classroom walls. These programs have parent features which allow parents to view classroom activities and contact the teacher with questions.

COMMUNITY PROGRAMS/ACTIVITIES for students:

- In order to introduce students to the program, WECHS hosted the Rotary Promise Kick-off (a scholarship program for Western students provided by the Rotary Club) for freshmen and sophomores.
- WECHS has partnered with the Rotary Club to provide mentors for selected students interested in business careers. The program will be expanded next year to provide mentors for more students.
- WECHS participates in the mayor's Close the Deal Program. All seniors attended the kick-off for the program that featured dignitaries from the local area, the mayor, and representatives from the business and college communities.
- For the WECHS Close the Deal program, representatives from colleges, local businesses, and other dignitaries talked with students about planning for their futures and answered student questions about their specialty areas.
- WECHS partners with the Shively Business Association to provide the Junior Achievement program to all freshmen and sophomores.
- WECHS hosted a College Fair during the school day for all students. Representatives from several colleges and local businesses were present to talk with students about their programs.
- Members of the WECHS Early College faculty periodically meet with their Jefferson Community and Technical College (JCTC) mentors to align curricula and to discuss instructional issues.
- Retired teachers and other volunteers provide tutoring assistance to Early College students.
- All JCTC Early College professors are available to assist students, either digitally or in person, as students require.

School comments:

For a variety of reasons, including having to hold multiple jobs to make ends meet, lack of transportation, and conflicting schedules, parent-involvement with WECHS has been historically low. This year, WECHS has made a concentrated effort to engage more parents in school decision-making. In addition to family activities which have been historically effective in bringing parents into the building, WECHS has increased the number of student performances for families. These events are held in conjunction with PTSA meetings to allow for more parents to voice their concerns.

Administration along with PTSA is currently working on plans for more ways to engage parents. They

will research activities with a likelihood of success, develop a plan for the school, and share that plan with the faculty later this spring. The first meeting of this team will be in an event called PT3. The PT3 is a summit for 15 parents and 15 teachers, facilitated by a member of the Prichard Committee. They will discuss current problems preventing student success and parent engagement. Then they will develop a plan to be implemented throughout the school.

Team evidence:

- Self-Assessment
- Executive Summary
- Student performance data and School Report Cards
- Review of artifacts and documents provided by the school
- Student and staff survey data
- Stakeholder interviews
- Classroom observations
- 2012 Leadership Assessment

Team comments:

- Interviews and review of documentation indicate the current principal is attempting to establish a more collaborative culture in the school.
- Mr. Newman has initiated a student advisory group that is meeting regularly. Student members report that the principal is open and accessible to them and receptive to hearing their suggestions and concerns.
- He has initiated more frequent interaction with the school PTSA organization by meeting with leaders periodically during the first semester.
- In addition, he has reached out to community organizations, such as the Louisville Rotary Club and other local business, to engage them in supporting college scholarships for Western graduates.

The principal has initiated the Western Advisory Council during the first semester as required by state law. Prior to this, the Advisory Council had not been active. He has convened two meetings of the Council, established a regular meeting schedule for the year, discussed the role of the Council in the school, and has ensured that Council members receive required training. In interviews, the principal expressed a desire for the Advisory Council to assume a more visible role in the school similar to that of a School Council.

Deficiency 4: The principal does not ensure rigorous academic expectations for all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:**ACCOUNTABILITY:**

- WECHS holds the expectation that teachers follow district, state, or other approved organization pacing guides for their courses. In the case of courses without pacing guides, teachers must submit their plans to their PLCs for review.
- All department PLCs met during the summer to revise curricula and develop plans for increasing student success.
- In order to provide for more opportunities to review curricula and instructional practices, all assistant principals have been assigned supervision for at least one department PLC. Assistant principals review all syllabi, assessments, and PTGs as they are submitted to the PLC.
- All teachers submit a syllabus for each course they teach to their supervising Assistant Principal for review at the beginning of the credit period.
- Every teacher at WECHS has reviewed the CSIP goals for 2013-2014 and set their own goal at or above the CSIP goal.
- PLCs were asked to use a modified DIPP sheet, which includes the practice of naming and claiming students based on their performance by standard.
- The school has established school-wide practices for data gathering, analysis, and reporting to provide for a more complete picture of student growth.
- All teachers must complete Student Progress Toward Goals (PTG) sheets for all of their classes every six weeks. The PTGs are reviewed and monitored by the team PLCs, department PLCs, ILT, and Administrative Teams.
- All teachers have participated in professional learning through PLCs on data analysis, use of CASCADE for gathering data, and use of Dashboard to review and analyze results.
- Teachers are required to post the daily learning targets for all courses they teach.
- All teachers are required to submit copies of the assessments used to gather data for the Progress Toward Goals sheets.
- The Principal and Administrative Team monitor all student progress through analysis of the school's Dashboard results, CASCADE Results, and Teacher Progress Towards Data Sheets in order to submit progress notes to the ILT.
- The ILT refine Progress Towards Goals in order to assist in documenting progress on the Quarterly Report.

EVALUATION:

- WECHS follows all District mandated Evaluation Process
- WECHS has recently established the use of walkthroughs which includes use of the ELEOT. The data from these walk-throughs has been analyzed for instructional concerns and needs.

- The Goal Clarity Coach, Behavior Specialist, and ECE Resource Teacher complete periodic informal observations of instruction.
- All Administrators complete routine “pop-in” walkthroughs as they check on students and move through the building.
- All data from walkthroughs and observations is being gathered and analyzed for schoolwide trends, concerns, and needs. These will be addressed in professional learning plans for next school year.
- A team of administrators and two teachers have attended PGES trainings.
- The Principal and two teachers are piloting the PGES evaluation process.
- The Principal and the Goal Clarity Coach are participating in Kentucky Leadership Academy in order to improve their understanding of the PGES system.
- Joined the KLA Wiggio online group.

School comments:

While WECHS has routinely practiced PLC work, there has been little to no accountability of progress reporting. When initiating the first round of Progress Towards Goals, it became evident that the generic DIPP form used and the guidelines for completion were not adequate for all departments. As a result, the teachers had an opportunity to provide feedback. The problem was presented to the ILT, who then took the DIPP forms to their respected departments in order to modify it to best meet their needs. This modification resulted in a better data collection process for the six week mark, which is evident in the difference between WECHS’s first quarterly report and second. This process will continue to be the administration’s accountability oversight because it is deeply rooted in teacher accountability, it provides administration with information to guide the improvement of intervention processes and teacher professional development needs, and it provides a system to make the CSIP a living document rather than a compliance piece.

At various times through the past five years, walkthroughs have been used to analyze instructional practice. However, there were very few formal data gathering walkthroughs completed last year. Before starting data gathering walkthroughs this year, administration explained the ELEOT evaluation system in faculty meetings. In December, WECHS ran a “mini-academic audit-like” self-study. A team of school and district evaluators completed walkthroughs of every classroom using the ELEOT and the data was analyzed for current instructional level and concerns. This also provided teachers with experience with the ELEOT. Administrators have now been given iPads and access to E-Walk, where an ELEOT template has been created. We will continue to complete periodic walkthroughs throughout the remainder of the year with the purpose of accustoming teachers to the practice and the results. All data will be analyzed for school-wide trends, concerns, and needs in preparation for the development of the professional learning plan for next year.

As part of our Professional Development plan for the remainder of the year, the staff will be introduced to the PGES system and practices. All teachers will be evaluated using PGES starting with the 2014-2015 school year.

Team evidence:

- Self-Assessment
- Executive Summary
- Student performance data and School Report Cards
- Review of artifacts and documents provided by the school

- Student and staff survey data
- Stakeholder interviews
- Classroom observations
- 2012 Leadership Assessment

Team comments:

- Staff and student survey data suggest that the principal holds high academic expectations for both students and teachers.
- Classroom observations and performance data, however, do not consistently substantiate the existence of high expectations for student academic performance. While the state accountability index improved from 2012 to 2013, improvement in student academic performance as reflected in ACT and End-of-Course assessments is small and performance is generally significantly beneath state and district averages.
- Classroom observations reveal that the High Expectations Learning Environment received an overall rating of 2.0 on a 4.0 point scale. The degree to which students were engaged in rigorous coursework, discussion, and/or tasks was either evident or very evident in 23% of classrooms. There was only partial evidence of rigorous coursework in 52% of classrooms and no evidence of rigorous coursework in 25% of classrooms.

Observations also revealed that the degree to which students are exposed to questioning that requires higher order thinking (e.g., applying, evaluating, synthesizing) was very evident in 7% of classrooms, evident in 18%, partially evident in 36% and not evident in 39%.

Diagnostic Review Team Schedule**Western High School Diagnostic Review Team Schedule****SUNDAY, January 12, 2014**

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 10:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators, establishing points of inquiry and determining interview questions. Reviewing team assignments and schedules for the on-site review.	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, January 13, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	Western Principal's Office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? <u>This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student</u>	Conference Room	All diagnostic review team members

	<p><u>achievement as well as conditions that support learning.</u></p> <p>2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?</p> <p>4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved?</p>		
9:00– 9:15	Break		Diagnostic Review Team Members
9:15-10:15	Principal Interview		Diagnostic Review Team Members
10:30– 11:45	Begin school and classroom observations	Classrooms	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	Cafeteria and Conference Room	Diagnostic Review Team Members
11:45 – 4:00	School and classroom observations continue (Some team members may be assigned to interview individuals or groups during this time.)		
	Interview parents, students, administrators and teachers		Diagnostic Review Team Members (working in pairs or as individuals)
12:30	Interviews: Teachers member -		
1:15	Interviews: Teacher member		
2:20	Interviews: Teacher member -		
2:00-3:00	Interviews: Parent Member –		
3:00-4:00	Interviews: Parent Member -		
	Small group (3-5 persons) interviews should be		Diagnostic Review

	scheduled for 1. parent leaders (2 team members 2. students 3. Community		Team Members (working in pairs or as individuals)
12:30-1:15	Interview: Parents (5)		
1:45-2:30	Interview: Community Partners (4)		
2:35-3:20	Interview: Community Partners (2)		
3:25-4:10	Interview: Community Partners (3)		
11:07-12:02 (4 th period)	Interview: Students		
	Begin review of artifacts and documentation		Diagnostic Review Team Members(working in pairs or as individuals)
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 10:30 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> • Share initial reactions from classroom observations and interviews • Review responses to interview questions • Examine initial ELEOT ratings • Team members working in pairs re-examine ratings and report back to full team • Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) • Make preliminary ratings for all indicators • Identify possible Improvement Priorities, Opportunities for Improvement, etc. • Begin drafting report • Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members

TUESDAY, January 14, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and review of artifacts continue		Diagnostic Review Team members (working in pairs or as individuals)
	Interview ERL and ERSs		
11:45 a.m.-12:30 p.m.	Lunch & team debriefing		Diagnostic Review Team Members
12:30 -4:00 p.m.	School and classroom observations continue Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
4:30	Depart school for hotel		
5:30 – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 – 10:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine or confirm indicator ratings Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. Tabulate Learning Environment ratings <p>Team member discussion:</p> <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team 	Hotel Conference Room	Diagnostic Review Team Members

	actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)		
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WEDNESDAY, January 15, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 11:00 a.m.	classroom and school observations		Diagnostic Review Team Members (working in pairs or as individuals)
11:00 – 11:30	Final Team Work Session Examine <ul style="list-style-type: none"> • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative • Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum 		Diagnostic Review Team Members
11:30 - 12:30	KDE Leadership Capacity Meeting		
12:30	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled		Lead Evaluators

	<p>later.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>		
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About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Western High School

Jefferson County Public Schools

1/12/2014 – 1/15/2014

The members of the Western High School Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:

The principal does have the ability to lead the intervention and should remain as principal of Western High School to continue his roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Western High School.

Principal, Western High School

_____ Date: _____

Superintendent, Jefferson County Public Schools

_____ Date: _____